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**THE RELATIONSHIP BETWEEN PERSONALITY
TRAITS, COPING RESOURCES, AND
BURNOUT IN NORTH LOUISIANA
SECONDARY SCHOOL
TEACHERS**

by

Angela Kennedy, MEd, MBA.

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

COLLEGE OF EDUCATION
LOUISIANA TECH UNIVERSITY

May 2012

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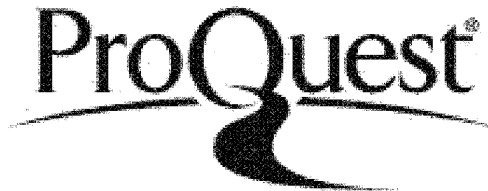


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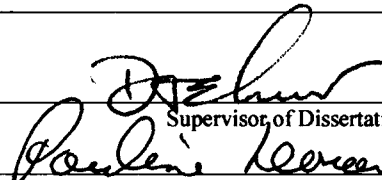
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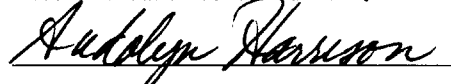
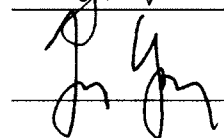
We hereby recommend that the dissertation prepared under our supervision
by Angela Kennedy

entitled The Relationship between Personality Traits, Coping Resources, and
Burnout in North Louisiana Secondary School Teachers


be accepted in partial fulfillment of the requirements for the Degree of
Doctor of Educational Leadership


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Dean of the Graduate School


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ABSTRACT

The purpose of this study was to investigate sources of resistance to burnout in secondary teachers. For the purpose of this study secondary teachers were defined as teachers employed in grades 9-12 with 0-5 years of teaching experience employed in north Louisiana schools. Sources of resistance to burnout was researched in three investigative steps: (a) the relationship between levels of burnout and personality traits, (b) the relationship between levels of burnout and coping resources, and (c) the relationship between burnout and aspects of the job. The study sample consisted of 139 participants from nine identified north Louisiana parishes.

When testing the three hypotheses for this study, the researcher found that there were significant relationships between the predictor variables: (a) perceived workload, (b) extroversion/introversion, (c) emotion, and (d) physical well-being, on the criterion variable of burnout. Extroversion/introversion was found to be a robust predictor of burnout. Teachers with lower levels of extroversion/introversion were found to demonstrate higher levels of burnout. Personal disposition awareness among teachers and school administrators may help to identify potential stressors that could lead to burnout. The strongest predictor of burnout was perceived workload. The findings suggested secondary school administrators should consider teacher burnout as an important contextual variable when allocating workload. Teacher performance may be

affected by perceived inequity in workload assignment. The coping resource emotion was found to be a significant predictor of burnout. The Emotion scale measures the degree to which teachers can accept and express range of affect. Orientation to emotion is not an effective coping resource. The coping resource of physical well-being measures the degree to which teachers enact healthy behaviors. Physical well-being was a significant predictor of burnout. Individuals who engage in healthy lifestyle practices tended to be more resistant to burnout. It is recommended that future research focus on environmental factors related to burnout interactions due to personality traits and specific environmental characteristics (i.e., burnout of an extroverted teacher in a high-risk school).

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Author Angela Kennedy
Date 3/30/12

DEDICATION

This dissertation is dedicated to the memory of my Mom, Martha Bernard, and my Dad, Ted Clements. I often believe that they wanted this for me more than I did. Without their overwhelming love, patience, and support this journey would not have been possible.

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CHAPTER I

STATEMENT OF THE PROBLEM

Teacher shortages are not a new phenomenon. The national average turnover rate in education is around 14% (Ingersoll, 2001). The size of the teaching workforce, coupled with high attrition, yields a substantial migration in and out of education each year. Ingersoll further stated that teachers pass through the educational system as if it were a “revolving door”, leaving long before retirement. Low-income, high-minority schools encounter the greatest impact. Such schools are in need of continuity, but are continuously burdened with the search for new teachers.

Darling-Hammond (2003) reported the increase in demand for teachers to far outweigh the number of qualified teachers available to work. Attrition in the first five years of teaching is problematic as teachers simply move in and out of the educational system making retention a challenge. Salary, working conditions, preparation, administrative support, and mentoring top the list of factors influencing the decision to leave the profession or to move to a more desirable position. The cost of attrition is high. Darling-Hammond (2003), as cited in Texas Center for Educational Research (2000), estimated the Texas “annual turnover rate of 15%, which includes a 40% turnover rate for public school teachers in their first three years, costs the state of Texas \$329 million a

year, or at least \$8000 per recruit who leaves in the first few years of teaching” (p. 8). Darling-Hammond (2003) stated “early attrition bears enormous costs” (p. 5). High teacher turnover can impact the quality of education provided to students. Funds reallocated to address the problem of attrition leave a deficit in funds available to meet teacher and student resource needs. Muranane, Singer, Willett, Kemple, and Olsen (1991) found new teachers to have a higher risk of leaving within their first five years of teaching. New teachers depart from education at a much higher rate than veteran teachers. Teachers in mathematics and science are often recruited from teaching to utilize their skills in industry, thus leaving vacancies. Hare and Heap (2001) found “the cost to replace a teacher is 25-35% of annual salary and benefits” (p. 2). Administrators typically work to hire and maintain the very best staff that they possibly can. Hare and Heap state that the teaching staff may be similar to a family. They learn how to work together and interact. If personnel cuts are necessary or teachers decide to leave, then the entire family will suffer. Once a cohesive staff is assembled and everyone understands his or her role, education can then truly take place. Hare and Heap show that most administrators will work diligently to secure and maintain qualified faculty or someone will have to pick up additional workload.

In this chapter, a background of teacher burnout is introduced. The connections between personality traits, coping resources, and burnout are presented. In addition, the purpose of the study, justification for the study, and theoretical framework are discussed. Definition of key terms and limitations are provided.

Background of Teacher Burnout

Teaching can be demanding and stressful, perhaps more than many other jobs. Yong and Yue (2007) found “teacher stress and burnout affect the school climate, lower morale, prevent the attainment of educational objectives, and increase the probability of teachers leaving their teaching posts” (p. 79). The first few years of teaching can be difficult. New teachers are often assigned difficult course loads and extra-curricular work. This difficulty is further compounded when school climate is not conducive of professional growth and mentoring. Additionally, lack of resources and administrative support can place demands on a novice that prohibit successful assimilation (Sorenson, 2007). New teachers who experience job-related stress and burnout distance themselves from their peers and students, lack focus, and exhibit little initiative. Sorenson (2007) stated “the phenomenon known as stress, with its constraints, demands, pressures, and anxieties, creates symptoms that have been found to range from low productivity, to increased absenteeism, to high employee turnover rates, to serious health concerns” (p. 10).

The Adams Equity Theory states that “people evaluate their relationships and that there is a tendency when in a relationship with another to seek equity” (Devereux, et al., 2009, p. 568). An individual will rate his/her relationship as equitable as long as he/she perceives that the outputs given and inputs received are equal among members. Adams Equity Theory also suggests that such equity can be applicable to the relationship between an individual and his/her workplace. Stress proportionally ensues when a relationship is perceived to be inequitable. An individual can alter his/her inputs (contributions to the relationship) in order to balance the relationship and make it become

more equal. On the other hand, the same person could change his/her expectations of the relationship, thus making the inputs from the other party seem more or less significant.

It is believed that everyone wants to be needed and appreciated. Perceived self-efficacy affects how people feel, think, and act. As professional erosion occurs, a sense of low personal achievement and low self-efficacy often prevails and the teacher vacates the position (Yong & Yue, 2007). Staff shortages that occur due to turnover impact the remaining teaching staff and administration. If the position remains open, other teachers are asked to pick up teaching duties or extra-curricular activities. Added responsibility can burden remaining faculty and staff if adequate support is not provided thus placing current faculty at risk for burnout (Yong & Yue).

According to Darling-Hammond (2003), talented teachers must be recruited and retained to eliminate or reduce teacher shortages. School districts spend substantial resources developing teachers, many of whom will leave. The return on investment is bleak and the entire school system suffers when high turnover occurs. Effective recruitment and retention strategies must be employed or hiring new teachers becomes a risky investment. Successful retention rests in providing new teachers with administrative support, induction, reducing isolation, providing adequate professional development, and most importantly, treating teachers as professionals (Darling-Hammond, 2003).

Purpose of the Study

Teachers are the single most important resource available to students. Their ability to teach, relate to students, and construct knowledge is imperative to student success. Maintaining a qualified academic workforce is critical to the educational system. Brock and Grady (2000) stated, "Burnout cannot be attributed to a single cause;

rather, the cause is multifaceted and complex” (p. 27). Burnout may be attributed to personality or self-concept. The researchers also noted environment to be a key factor in burnout. Maslach and Leiter (1997) found burned-out teachers to have negative physical and emotional factors associated with the phenomenon when not addressed by school administration. Maslach and Leiter stated, “It is a malady that spreads gradually and continuously over time, putting people into a downward spiral from which it’s hard to recover” (p. 17). As Kokkinos (2007) explained, “since it is well documented that certain personality characteristics would predispose people to cope in certain ways when they confront adversity, one could easily trace possible ways in dealing with burnout among teachers by examining what coping responses they use to deal with work-related stress” (p. 240). Davis-Johnson (1996) found a negative correlation among moderate and severe levels of burnout and the coping scales of self-disclosure, self-directedness, confidence, acceptance, and structuring. Problem solving as a coping mechanism was particularly effective. Davis-Johnson also found that the overall coping resources effectiveness mechanism was negatively correlated with high burnout. Specific coping mechanisms were predictive of reduced levels of burnout.

The objective of this study was to investigate sources of resistance to burnout in secondary teachers. For the purpose of this study, secondary teachers were defined as teachers employed in grades 9-12. Sources of resistance to burnout were researched in three investigative steps: (a) the relationship between levels of burnout and personality traits, (b) the relationship between levels of burnout and coping resources, and (c) the relationship between burnout and aspects of the job.

Justification for the Study

Annually, many teachers enter the profession only to leave a few years later. Kahn, Schneider, Jenkins-Henkelman, & Moyle, 2006, stated “Teachers in the United States are at risk for job burnout more than other professionals who serve the public, including nurses, mental-health professionals, physical-health professionals, and domestic and personal-care professionals” (p. 794). It is well accepted that burnout is a chronic state of physical, emotional, and mental exhaustion that develops from the cumulative demands of work. The common view of burnout is that it is a tragic endpoint in response to ongoing stressors. Much of past burnout research has focused on established workers. Gavish and Friedman (2010) further found that teachers begin to burnout during their first years of professional training, before they actually start teaching. Additional research on the perception of the organizational situation should be done so that teachers do not begin with the feeling of failure and inefficiency from the start.

Wiggins (1984) investigated the relationship between school counselor personality and the job. The researcher identified a positive correlation between personality and the job environment. Extroverted personality types were able to adapt to fluctuations in school climate. The ability to maintain strong collegial relationships and garner emotional support provided a foundation for stability and professional longevity. Sandoval (1993) found evidence to support the hypothesis that personality dimensions were related to burnout among school psychologists. He noted that extroverted teachers employed a variety of coping techniques and experienced a lesser degree of burnout,

while introverted teachers demonstrated a degree of helplessness and employed fewer coping techniques to combat burnout symptoms.

More recent research has focused on demographic factors, organizational characteristics, and coping mechanisms associated with burnout (e.g., Evers, Brouwers, & Tomic, 2002; Maslach & Leiter, 2005). The present research of the author will investigate personal sources of resistance to burnout, specifically personality traits and coping resources. Burnout results in the loss of trained professionals from the workforce. The etiology of burnout is not agreed upon by scholars. Moreover, while solutions to aid in the treatment of burnout seem plausible, these solutions do not provide an empirically grounded method of treatment. Theories related to the topic should be expanded and replicated. Contributions of this nature will enhance the body of knowledge and aid in the prevention of teacher burnout.

Theoretical Framework

Personality

Personality psychology consists of a body of knowledge which focuses on personality and individual differences. Studies in this area: (a) define the individual and his/her psychological processes, (b) research the unique characteristics of the individual, and (c) construct a picture of how people are similar. Personality can be defined by a set of traits or specific characteristics which influence individual thinking, motivation, and behavior which remain stable over time and events. Allport (1937) outlined two approaches to study the dimensions of personality: (a) nomothetic and (b) idiographic. The nomothetic construct allows the establishment of generalizations. The idiographic method seeks to discover individual meaning. The theoretic framework of this research

focused on the nomothetic theories of personality: (a) Eysenck's three factor model, (b) Big Five personality traits, (c) HEXACO model of personality structure, and (d) Myers-Briggs Type Indicator. The most common trait theories focus on three to six dimensions of personality.

Eysenck (1976) identified three core personality traits: (a) extroversion (E), (b) neuroticism (N), and (c) psychoticism (P). Each of the three bipolar factors consists of a strong genetic component. Introversion and extroversion are grouped using the model. A low score on the Eysenck scale implies introversion while a high score implies extroversion. A middle score reflects both introversion and extroversion. The second dimension of personality defined by Eysenck is termed neuroticism. A high score indicates emotional variability while a low score is indicative of emotional stability. The third facet of personality outlined by Eysenck is labeled psychoticism and was added in his later research. Psychoticism details how an individual deals with reality. A high score may indicate a delusional state. A middle score could indicate an eccentric state. A low score might signify normalcy. The Eysenck three- factor model implies E, N, and P can combine with each other and genetic dimensions, biological intermediates, and experimental studies to predict a variety of behaviors.

The Big Five theory builds on the Eysenck theory. Costa and McCrae (1992) abstracted five dimensions of personality from Eysenck's research: (a) openness to experience (O), (b) conscientiousness (C), (c) extroversion (E), (d) agreeableness (A), and (e) neuroticism (N). Openness to experience implies interest in variety, independence and imagination versus routine, conformance, and practicality. Conscientiousness is defined by the degree of organization, discipline, and carefulness

versus disorganization, impulsiveness, and carelessness. Extroversion is defined by the tendency to be social and affectionate versus retiring and reserved. Agreeableness implies levels of kindness and trust versus uncooperative and ruthlessness. Neuroticism implies the tendency to be calm and self-satisfied versus anxious and insecure. These five dimensions are considered to be the framework to support all personality traits.

While the Big Five theory of personality is well-known and commonly used, another structure of personality has emerged. The HEXACO model of personality structure accommodates personality variables that are inadequately integrated within the Big Five theory. The six-dimensional structure contains the factors: (a) honesty-humility (H), (b) emotionality (E), (c) extroversion (X), (d) agreeableness (A), (e) conscientiousness (C), and (f) openness to experience (O). Lee and Ashton (2002) proposed the HEXACO model to be the successor of the Big Five theory. The additional dimension of honesty-humility (H) reflects individual tendencies to be sincere, fair, and modest versus insincere, greedy and boastful. The additional dimension captures the egoistic construct. The identification of self-centered and self-enriching behaviors lies beyond the capability of the Big Five. The identification of this construct assists in predicting antisocial behaviors that may be damaging for other individuals, organizations, and society.

Myers-Briggs type is related to the theoretical component of the person. According to Jung's (1971) psychological types, people have three innate dichotomous preferences: (a) extroversion-introversion (E-I), (b) sensation-intuition (S-N), and (c) thinking-feeling (T-F). Myers and Briggs (1980) constructed an additional preference, the attitude of judging (J) or perceiving (P). Each dichotomous preference is independent of

the other preferences. The combination of preferences from each of the four dimensions results in 16 personality types. While individuals use all four types, one of cognitive functions will be used more than the others. Each of the four functions performs in coordination with either introversion or extroversion.

Burnout

Cherniss (1980) defined burnout as destructive changes that occur over time in service professionals who work in demanding and frustrating jobs. Cherniss created a model which depicted the relationship among environment, stressors, the individual, coping, and burnout. Leiter and Maslach (1998) formalized this understanding in defining burnout as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals in service-related positions. Leiter and Maslach created the the Maslach Burnout Model which defines emotional exhaustion as the depletion of emotional resources. This dimension is considered the individual stress factor. Depersonalization or cynicism is regarded as the personal detachment from other people at work and represents the interpersonal dimension of burnout. A decline in productivity and feelings of incompetence and low self-efficacy are referenced as reduced personal accomplishment and represent the self-evaluation or self-efficacy component of burnout. The multidimensional construct provided by this model provides a holistic view of burnout. The Maslach Burnout Inventory (MBI) evolved from the application of the Maslach Burnout Model. The MBI judges three dimensions: (a) emotional exhaustion, (b) depersonalization, and (c) reduced self/professional efficacy as a syndrome of burnout. The MBI contains 22 items. Each of the 22 items prompts the participant to respond utilizing a seven-factor scale, ranging

from never having those feelings to having those feelings a few times a week. The seven-factor scale is applied and three subscales are constructed to represent the symptomology of burnout. The three subscale scores are combined to yield one total score for burnout.

Pines (1988) defined burnout as physical, emotional, and mental exhaustion caused by long- term involvement in stressful situations. Unlike the Maslach Burnout Model, the Pines Burnout Model does not restrict the application of burnout to service professionals and does not solely view burnout in the context of work, but in the context of various relationships. The Pines Burnout Model yields a single composite burnout score. Pines (1993) later redefined burnout as a syndrome of coexisting conditions that includes: (a) helplessness, (b) hopelessness, (c) entrapment, (d) decreased enthusiasm, (e) irritability, and (f) low sense of self-efficacy.

Shilom-Melamed (1989) developed the Shilom-Melamed Burnout Model and Measure (S-MBM). The model was inspired by the work of Maslach and Pines. Burnout in this model is described as a depleted state of physical, emotional, and cognitive resources and is conceptualized around the Hobfoll Conservation of Resources Theory (COR). COR theory claims people are motivated to protect resources that they value. Resources are categorized as material, social, and physical. Burnout in this model is defined as physical, emotional, and cognitive fatigue. COR theory perpetuates stress occurs when a loss of resources occur or when an individual fails to regain resources after they are lost. Stress is portrayed as a spiraling event building upon itself rather than existing in an independent state. Resource depletion occurs over a period of time leaving the individual without the capacity to replenish the resource investment, thus leaving the

individual burned out. A single composite score is derived from the application of this model and is stated to be representative of burnout. Vingerhoets (1985) suggests that each of the three dimensions of the S-MBM could be related to different styles of coping.

Coping Mechanism

The Cherniss model operationalized a theory framed by Lazarus (1993). Lazarus hypothesized that coping responses begin with cognitive recognition of events. Savicki and Cooley (1982) asserted that certain “coping approaches may cause certain individuals to be resistant to burnout” (p. 417). The cognitive-motivational-relational theory (CMRT) “links emotion with motivation by arguing that emotions are reactions to the fate of active goal pursuit” (Ntoumanis, Edmunds, & Duda, 2009, p. 250). When an individual is determined to complete a goal, the individual will have positive psychological reactions and emotions when successful progressions of the goal have been accomplished within expectations and when the goal is completely accomplished. On the other hand, if goal progress is delayed or the goal cannot be attained, then the individual will experience negative emotions and strain. Motivation is the central role in CMRT and should be understood comprehensively. Motivational processes involved in the coping process include “personal factors concerned with issues of volition, choice, and self-determination in goal striving, as well as the investigation of the role of socio-contextual feature in supporting or undermining such goal undertakings” (Ntoumanis, et al., 2009, p. 252).

CMRT views stress is viewed as a relationship between an individual and his/her environment. Rather than a stimuli or a response, opposing forces act against each other due to lack of resources to overcome the situation. The primary appraisal occurs when an

individual evaluates the significance of a stressful situation in terms of its impact on valued personal goals of the individual. Lazarus and Folkman (1984) classify primary assessments into four categories: (a) harm/loss, (b) threat, (c) challenge, and (d) benign. The secondary appraisal process begins only if the individual finds the stressor to be relevant and significant. During the process, the individual assesses the stressors compared to his/her resources and options to determine the controllability of the situation.

Lazarus and Folkman (1984) concluded that there are two types of coping strategies: (a) problem-focused and (b) emotion-focused. Problem-focused coping strategies aim to fix the stressful encounter directly; this may include: (a) planning, (b) increased effort, and (c) management of priorities. Emotion-focused coping strategies aim to control the negative psychological factors that arise from a stressful situation; this may include: (a) distancing, (b) isolation, and (c) wishful thinking. Either or both strategies may be implemented to different extents based on what type of stressful situation the individual encounters. The model emphasizes that none of the coping strategies are always better than any other strategy. Coping strategies are dependent upon the person and the situation.

Ntoumanis, et al. (2009) defined “Self-determination theory (SDT) as a macro-theory of motivation that examines the degree to which human behaviors are autonomous or self-determined, as well as the personal and contextual factors that determine personal self-determination” (p. 254). Self-determination theory applies the assumption that individuals seek out challenging situations in order for them to overcome them and gain personal growth and development. The theory further proposes three universal human

needs that are essential in the quest for personal growth. These needs are: (a) autonomy (desire to make your own decisions about activities and behavior), (b) competence (desire to meet goals effectively and to avoid undesirable situations), and (c) relatedness (desire to be well liked among your peers and accepted in all social situations).

Ntoumanis, et al. explained “Stress appraisals can also be influenced directly by the satisfaction of the three psychological needs” (p. 254). These appraisals are an assessment of the progress made toward meeting a goal. When individuals feel that they meet the three universal human needs of autonomy, competence, and relatedness in any particular stressful situation, they are more likely to appraise the situation as a challenge that they are able to overcome, rather than a threat or loss. When autonomy, competence, and relatedness are not met, an individual may feel that he/she has lost control of a situation and are alienated. Stress appraisals also play a role in determining which coping response an individual will choose. Ntoumanis, et al. noted “Appraisals of challenge and perceived control should activate positive emotions... and should lead to the employment of problem-focused coping strategies” (p. 255). On the other hand, negative psychological effects may arise from appraisals of threat, harm, loss, or uncontrollability and should lead to emotion-based coping responses.

Research Questions

The following research questions were used as the focus this study:

1. What personality traits are resistant to teacher burnout?
2. What coping resources must be employed to reduce teacher burnout?
3. What aspects of the job contribute to teacher burnout?

Null Hypotheses

The following null hypotheses were formulated:

- H₀₁: Burnout scores for secondary teachers will not vary depending on the personality trait as defined by the HEXACO Model of Personality.
- H₀₂: Burnout scores for secondary teachers will not vary depending on the coping resources as defined by the Coping Resources Inventory (CRI).
- H₀₃: Aspects of the job will not contribute to teacher burnout.

Definition of Key Terms

Burnout - Destructive change that occurs over time. Researchers commonly use the term teacher burnout to mean lack of interest or enthusiasm, inability to deal with students, parents or administrators or the inability to perform all the tasks and duties associated with teaching (Maslach & Leiter, 1997).

Coping Resources - Behaviors, attitudes, beliefs, or resources that may help to lessen the negative effects of stress (Lazarus & Folkman, 1984).

Depersonalization - The perceived loss of personal identity and detachment from others (Leiter & Maslach, 1998).

Emotional Exhaustion - Feelings of emotional over extension and a strong reduction emotional resource capacity (Leiter & Maslach, 1998).

Job Stressors - Stress directly related to the job being performed (Dorman, 2003).

Personal Accomplishment - A self-evaluation of a person in relation to performance (Pines, 1988).

Personality - A set of traits or specific characteristics which influence individual thinking, motivation, and behavior which remain stable over time and events (Eysenck, 1976).

Self-Efficacy - The personal perception of how one feels about his/her ability to be successful in all aspects of life (Pines, 1993).

Limitations of the Study

This study has the following limitations:

1. Participants were limited to north Louisiana teachers with full-time teaching responsibility.
2. Analysis was based on self-reported data.

Results were based on data taken from north Louisiana schools in public school districts.

CHAPTER II

LITERATURE REVIEW

This literature review examines current research addressing the relationship between personality traits, coping resources, and teacher burnout. Three principle topics are addressed: (a) burnout, (b) personality, and (c) stress and coping.

Introduction

There is sufficient evidence to support the theory that teachers experience stress, exhaustion, and personality changes which lead to burnout. Research has shown that unreasonable work demands, lack of administrative support, innovations, and legislative mandates can lead to emotional exhaustion and depersonalization. Personality characteristics can influence personal perceptions of events. With those perceptions, teachers make decisions that create meanings. Those meanings influence the development of burnout. Fontana and Abouserie (1993) applied the Eysenck model of personality to research the associations between burnout and personality and found that high scores in neuroticism, introversion, and psychoticism correlated with symptoms of burnout. Mills and Huebner (1998) discovered neuroticism and introversion correlated with three factors of burnout utilizing the Big Five model created by Costa and McCrae (1992). In this study, extroversion explained 10% of emotional exhaustion and 24% of personal accomplishment, while agreeableness explained 12% of depersonalization.

Burisch (2002) noted that neuroticism correlated with emotional exhaustion and extroversion correlated with personal accomplishment. Openness and neuroticism correlated with depersonalization. Burnout is regarded as a challenge that educators and the educational system will continue to face in the future. Teacher burnout has been researched and discussed for many years. It is usually regarded as a gradual process in response to stress and other stressful issues. Once a teacher begins to experience continued workplace stress, the stages of burnout follow (Brock & Grady, 2000). Emotional exhaustion occurs when the teacher cannot meet the emotional demands of others (Maslach, 1982). Depersonalization often follows emotional exhaustion. Teachers will isolate themselves from their colleagues and their surroundings (Noushad, 2008). The final stage of burnout is reduced personal accomplishment. Teachers experience a reduced sense of self-efficacy and question their ability to perform the duties assigned to them (Maslach, 1982).

Burnout and the Beginning Teacher

Gavish and Friedman (2010) explored the effects of burnout on beginning teachers during their initial year of teaching implying that some teachers are already burned out at the teacher-training stage. The researchers conducted a questionnaire in November and at the end of the school year in May. The questionnaire consisted of two parts, a 50- item questionnaire and a 14- item questionnaire from the Friedman Scale for Measuring Teacher Burnout. The questionnaire focused on four main areas: (a) burnout, (b) exhaustion, (c) depersonalization, and (d) accomplishment. Four hundred and ninety-two subjects were studied in November and 447 were studied in May. One hundred twenty-three teachers participated in the study at the beginning and at the end. The

sample group was comprised of regular education teachers and special education teachers.

Gavish and Friedman (2010) found that some novice teachers were not satisfied with the organization of the school from the very beginning. Teachers perceived a lack of personal and professional support from their colleagues, parents, and principal. The highest levels of burnout at both the beginning and end of the school year were found for feelings of failure to accomplish work. They showed a sense of professional incompetence or failure rather than a sense of self-fulfillment. The lack of appreciation from students and the public correlated with the strongest feelings of professional failure.

In general, high levels of burnout, exhaustion, depersonalization, and accomplishment were found at the beginning and the end of the year. A significant difference in these levels was not found between the beginning and the end of the year. The levels of exhaustion actually decreased during the school year, suggesting that the teachers became more efficient as the year progressed. A collaborative and supportive atmosphere minimally contributed to teacher burnout at the beginning or end of the year. The lack of support from the principal predicted exhaustion only at the beginning of the year, but not at the end. The highest levels of burnout were found in November, just three months after the teachers began their careers. This suggests that some level of burn out was present prior to the teachers actually beginning work.

Goddard, O'Brien, and Goddard (2006) explored the effects of burnout on beginning teachers. Two main questions arise in their research: (a) Do beginning teachers begin their career exhibiting symptoms of burnout? and (b) Are the environment

and demands that beginning teachers face so severe that burnout develops exceedingly rapidly?

The researchers conducted a longitudinal study surveying beginning teachers on four occasions. First, self-report data on burnout, work climate, and the personality trait neuroticism were initially collected. Then on three subsequent occasions over a two-year period, self-report data on burnout and perceptions of work climate were collected. The participants were full-time teachers in the Australian state of Queensland. Respondents who failed to return any part of the survey were discarded. The average age of the participants was 26. Eighty-four percent were female and 33% were married. Forty-four percent were primary school teachers, 44% secondary, and 12% were employed as early childhood teachers. The survey instrument for investigating teacher perspective of the work climate was a modified Work Environment Scale (WES) that contained 90 true/false questions. A 22- item self-report instrument consisting of emotional exhaustion, depersonalization, and personal accomplishment was administered to the participants to measure burnout. A third instrument used initially to determine neuroticism was a 12- item revised Eysenck Personality Questionnaire requiring yes/no questions. Neuroticism is the disposition to interpret events negatively. Respondents were also asked to comment on their experiences and make suggestions to employers and universities as to how to improve the beginning teacher experience.

Goddard, O'Brien, and Goddard (2006) found when compared to the normative population, beginning teachers reported that they were more involved and committed to their jobs, experienced greater co-worker support but experienced less clarity about daily routines, rules, policies, and perceived their environments to be less innovative in work

practices. The perception of job commitment, job autonomy, role clarity, co-worker cohesion declined significantly from the first survey to the final survey. Work pressure remained constant throughout the study and was viewed as very demanding. The work environment was also viewed as having limited potential for innovation and teacher burnout increased from the first survey to the last. The study appeared to support the premise that how innovative a teaching environment is perceived by beginning teachers is significantly related to the level of burnout that was reported.

Do second year teachers place a greater importance on their ability to use innovative work practices than they place on meeting work pressures and finding clarity in their role? Goddard, O'Brien, and Goddard suggested that a longitudinal methodology could help to shed valuable insight on the levels of burnout throughout a teaching career. They found work pressure to be a reliable predictor of emotional exhaustion. The researchers also queried if it possible teachers begin their chosen career already having some level of burnout developed during the rigorous university training period? They recommended that future research in these areas could provide valuable information about predicting and eliminating teacher burnout.

Kahn, Schneider, Jenkins-Henkelman, and Moyle (2006) concluded secondary teachers in the United States are particularly at risk to experience burnout. They noted secondary teachers are even at a greater risk than other professionals who serve the public, including nurses, health professionals, and personal care professionals. Kahn, Schneider, Jenkins-Henkelman, and Moyle stated that many new teachers quit their jobs after just a few years and some estimate that only 50% remain after five years. The authors believed understanding what factors might predict burnout among secondary

school teachers is important due to the high demand for secondary teachers and suggested it will continue to be important over the next decade as demand projections remain elevated. They investigated whether the relationship between the contents of emotional social support and job burnout among secondary teachers is spurious because of the role of dispositional positive and negative affectivity. Supervisors and coworkers can protect teachers from burnout by providing social support. However, Kahn, et al. found personal dispositional trait, positively or negatively affective, also has an effect on job burnout.

Kahn, Schneider, Jenkins-Henkelman, and Moyle (2006) recruited participants for this study on the Internet through several teacher and educator lists. Interested teachers were directed to a website that explained the study. Teachers provided consent and then opened a secured web page to provide information needed for the study. The survey instrument was comprised of the following questionnaires and inventories: (a) Demographic Questionnaire, (b) Positive and Negative Affect Schedule, (c) an adapted form of the Emotional Social Support Questionnaire, and (d) the Maslach Burnout Inventory. The sample for this study consisted of 339 secondary teachers (229 women and 110 men) from 41 different U.S. states. The average length of employment as a secondary teacher was 13.70 years. Their years of experience varied from 0 to 43 years. All participants primary job consisted of teaching social studies, science, English, or mathematics.

Multiple hierarchical regression analyses revealed that emotional support, particularly positive and negative contents, was predictive of burnout even while controlling for affectivity. An analysis revealed that burnout has more in common with existing affective dispositions than it does with the contents of emotional support.

Therefore, personal affectivity and emotional social support of secondary teachers must be considered when predicting burnout.

Burnout and Personality

Dorman (2003) found burnout to consist of three main elements: (a) emotional exhaustion, (b) depersonalization, and (c) personal accomplishment. Emotional exhaustion was defined as the perception of individuals as having too much work expected of them, causing them to feel overextended. Dorman found that many elements such as “role overload, work pressure, classroom environment, and self-esteem” may contribute to emotional exhaustion within the field of education (p. 35).

Depersonalization occurred when an individual developed apathy towards his/her colleagues. Dorman linked depersonalization among teachers very closely to “emotional exhaustion, role conflict, self-esteem and school environment” (p. 35). Personal accomplishments are an individual’s perceptions of his/her own self-worth. These feelings may be attributed to personal goals that are met on the job or praise that is given from a superior. Dorman explained that teachers with prolonged periods of high stress can develop many symptoms of burnout including: “less sympathy towards students, reduced tolerance of students, failure to prepare lessons adequately and a lack of commitment to the teaching profession” (p. 35).

Dorman (2003) found that burnout among teachers can be predicted by evaluating certain elements of the teachers’ perception and work environment, including “role overload, role conflict, classroom environment, school environment, work pressure, teaching efficacy, self-esteem and external locus of control” (p. 43). In addition, Dorman found that among environmental factors, role overload was the most potent

predictor of teacher burnout. Teachers who experience high levels of role overload are subject to increasing levels of work pressure and emotional exhaustion. Role conflict also plays a major role in predicting teacher burnout, causing teachers to feel negatively about their school environment and eventually leading to depersonalization. Dorman stated that “if teachers are confused about their work demands, they are not likely to report a positive overall working environment” (p. 44).

Dorman (2003) found “the three personality variables, teaching efficacy, external locus of control, and self-esteem were all predictors of personal accomplishment” (p. 45). While all three played a part, Dorman concluded that teaching efficacy played the largest role in predicting personal accomplishment. Maslach and Leiter (2005) also identified situational predictors and individual antecedents related to burnout. Situational predictors consisted of workload, control, award, social interactions, fairness, and values. Age, gender, marital status, and experience were factored as individual antecedents. Personality testing in the workplace is beneficial, but greater gains are possible if closer attention is paid to trait-relevant situational cues and job performance as valued trait expression. Both situations can help in understanding the relationships between personality traits and job performance.

Christiansen and Trent (2008) determined trait activation theory may help account for the variability in the validity of personality tests. There are two main linkages connecting a given trait to job performance proposed by this theory. First, the presence or absence of trait-relevant cues dictates whether or not the trait is expressed; and second, evaluation of the trait-expressive behavior is used to determine if the behavior is beneficial or detrimental to meeting job demands.

Cues at the task level, the organizational level, and social level all join together to help determine personality-job performance relationships. Daily duties that make up job descriptions would be considered task level. Personality traits relate strongly to job performance when individuals have a great autonomy to accomplish the job that they choose. Keep in mind that earlier efforts comparing personality traits to job performance vary from job-to-job. Cues found in the organizational culture and climate are considered organizational cues. Interactions with coworkers, administrators, and customers make up the social level. These cues may have little or no bearing on formal job duties.

Christiansen and Trent (2008) found that job performance relationships expressed as trait-related behaviors need to be evaluated very carefully. Work behavior needs to be measured separately from the assessment of job performance. Trait expression is a response to trait-relevant situational cues and behavioral evaluation is a judgment usually made by administration. Performance judgments vary greatly from job-to-job and administrator to administrator. Certain behaviors such as assertiveness may help performance, but may be rated low by school administration. The administrator might believe that a good employee is not assertive, but is difficult to manage. Furthermore, the climate of an organization may value agreeableness as a positive trait as opposed to a competitive attitude. Trait-relevant behavior valued by the school administration may be valued positively or negatively. Many questions remain to be answered concerning work behavior related to job performance.

Christiansen and Trent (2008) share optimism regarding the use of personality tests in the workplace. A better understanding of the role of situations linking personality, work behavior, and job performance can be made through closer attention to

situational cues and the understanding of valued trait expressions on job performance. Greater efforts must be made to assess the differences in task demands and the demands of social and organizational differences. Christiansen and Trent also concluded people who are extroverted suffered less burnout. The researchers noted extroverted teachers to exhibit social behaviors which promote positive moods and generate a network of social support. Extroverts have a tendency to view problems as a challenge rather than a problem. These attributes assist extroverts in developing a resistance to burnout. Separate measurement of work behavior as trait expression from evaluation of that behavior as job performance must be considered

Friedman (2000) defined teacher burnout as exhaustion, a sense professional failure and depersonalization. Personality is expressed through extreme reactions of anger, anxiety, depression, fatigue, boredom, cynicism, guilt, psychosomatic reactions and, emotional breakdown. Teachers who suffer from burnout may demonstrate low levels of involvement in teaching and concern for their students. Implicit in the results of these studies is the assumption that many teachers who suffer burnout may want to quit their jobs, but for various reasons they remain in their positions (Cooley & Yovanoff, 1996). The decision to leave can be constrained by the availability of employment opportunities, geographic immobility, and familial issues. The assumption is that many teachers will accept the consequences of burnout and remain in position. Hughs (2001) hypothesized that a decline in performance would be noted. Negative shifts in attitude would be observed as reduced personal responsibility for outcomes, greater self-interest, less idealism, emotional detachment, work alienation, and reduced work goals. Hughs

also suggested that it is paramount to intervene in the burnout process in order to prevent negative impact on both the teacher and educational practice.

Zellars, Hochwater, Perrewe, and Ford (2004) found that “Personality may influence psychological well-being through its impact on how individuals react to a stressful situation; that is, through ineffective coping when under stress” (p. 887). Personality of an individual (with focus on extroversion and neuroticism) may affect behavior, including those behaviors related to burnout. Extroversion was characterized by traits such as: “talkativeness, social poise, assertiveness, and venturesomeness” (Zellars, et al., 2004, p. 884). Individuals low in extroversion were usually more reserved and timid, while those high in extroversion were very assertive and energetic. Extraverts frequently exhibit high levels of optimism which can lead to them adapting to stressful situations with greater success than those that are not optimistic. This adaptability reflects the correlation between optimism and burnout, being that higher levels of optimism bring about lower levels of burnout (Zellars, et al.). They concluded “Neuroticism reflected feelings of distress and nervousness and underlies the emotional experiences of guilt and frustration” (p. 885). An individual with high levels of neuroticism may be more susceptible to stimuli that create negative emotions, which accounts for negative self-image.

Zellars, Hochwater, Perrewe, and Ford (2004) also found that in addition to personality traits, individual mood may also affect work outcomes burnout. Personal positive or negative moods may influence work productivity and outlook. Zellars, et al. stated “[P]ositive moods encourage helping behaviors and higher quality service, while negative affect is associated with increased absenteeism and turnover” (p. 886).

Individuals with positive moods were more optimistic, showed increased work productivity, and were more adaptable and innovative when faced with a problem. Zellars et al. linked moods with success, stating that, in general, an individual with frequent positive moods will most likely be more successful than an individual with frequent negative moods. This correlation also forecasted a sense of individual personal accomplishment.

Environmental Factors

Abel and Sewell (1999) concluded time pressures and poor working conditions were the best predictors of burnout for rural school teachers, and pupil misbehavior and poor working conditions were the best predictors of burnout for urban school teachers. The authors rendered four important suggestions for future research: (a) examine stress and burnout separately in rural and urban secondary school teachers, (b) examine the major sources of stress, (c) examine the primary sources of stress-predicting burnout, and (d) consider differences between the male and female response to stress. The findings of the study concluded that it is important to minimize burnout in order to prevent negative impact on both the teacher and student. According to the researchers, stress management programs designed to meet the specific needs of rural versus urban school systems are essential in combating teacher burnout. Re-appraisal of investments and benefits among relationships may help reduce burnout among teachers.

Friesen and Sarros (1989) conducted research to examine which forms of burnout are most closely associated with work stress. Their research explored the relationship between job satisfaction and burnout along with role clarity and job challenge.

The researchers conducted a survey of 128 school-based administrators and 635 teachers from an urban school district in Western Canada. The average experience was 21 years for administrators and 13.5 for teachers. Forty-one percent worked in elementary schools, 41% were based in junior high schools, and the remaining 18% were in high schools. Eighty-three percent of administrators and 33% of teachers were male. Data collected from a 72-item questionnaire was used to determine overall work stress based on five sections: (a) demographic information, (b) job satisfaction, (c) job characteristics, (d) Maslach Burnout Inventory (MBI), and (e) personal comments. Quantitative data were collected from each section and analyzed. Job satisfaction was determined using a 26-item questionnaire having a rating scale from one to five. The job characteristics instrument containing a rating scale from one to five was used to measure role clarity and job challenge. The MBI instrument was based on a 22-item inventory measuring emotional exhaustion, depersonalization, and personal accomplishment. A multiple regression linear regression analysis was used to analyze the data.

The study conducted by Friesen and Sarros (1989) revealed that a major predictor of emotional exhaustion was overall work stress. Job challenge was found to be a major predictor of depersonalization for teachers. Satisfaction with status and recognition were predictors of depersonalization in administrators and teachers alike. Overall work stress and satisfaction with workload were found to be major predictors of emotional exhaustion of teachers and administrators. Role clarity did not have a significant impact as a predictor of burnout. Furthermore, depersonalization was found to exist when the needs for challenging work and recognition were not satisfied. Depersonalization and personal accomplishment may be related to satisfaction with work and its capacity to

fulfill the individual's need of challenge, recognition, and satisfaction. Work stress was found to not be a major factor in two of the three dimensions. Friesen and Sarros recommended further research to explain the influence of role clarity on burnout when taken separately from job challenge and job satisfaction. Additionally, future research should explore why job challenge predicted burnout in teachers, but not in administrators.

Sari (2004) conducted a study in more than 100 Turkish special schools and found levels of emotional exhaustion and personal accomplishment in relation to burnout are high among experienced head-teachers and teachers. In addition, Turkish head-teachers and teachers exhibited depersonalization as a result of their work conditions. The research results reflected that stress and job satisfaction were adversely related to each other.

Wilkerson and Bellini (2006) noted school counselors are often required to perform multiple duties such as additional teaching, coaching, or extracurricular activities. Many of these duties are dictated by national standards while others are not. The authors speculated burnout to be associated with ineffective delivery of services. As a result, the effects of burnout would impact not only school counselors, but also the population they serve in 10 regions in northeastern United States.

Wilkerson and Bellini (2006) conducted a quantitative study to investigate multiple variables and factors associated with burnout in school counselors. Demographic, intrapersonal and organizational factors were correlated with emotional exhaustion, depersonalization and personal accomplishment. The correlates were examined simultaneously. The participants in this study were selected by a systematic random sample from a full membership list of a school counseling organization across 10

regions in the United States. The final sample consisted of 78 school counselors in the northeastern United States. The sample consisted of 56 women and 22 men. The survey instrument was comprised of the following questionnaires and inventories: (a) Demographic Questionnaire, (b) Coping Inventory for Stressful Situations, (c) Role Questionnaire, (d) Counselor Occupational Stress Inventory, and (e) Maslach Burnout Inventory for Educators. Recommendations found in the literature review were utilized to construct and organize the Demographic Questionnaire. Likert scales were utilized to measure data.

Multiple hierarchical regression analyses revealed emotional exhaustion, depersonalization, and personal accomplishment contributed significantly to the overall variation on each subscale. The emotion-oriented coping variable was found to be statistically significant across all models. Results supported the hypothesis that intrapersonal coping style has a direct relationship with each of the dimensions measured by Maslach Burnout Inventory for Educators.

Abel and Sewell (1999) conducted a quantitative study to examine differences between rural and urban secondary school teachers' sources of stress and symptoms of burnout. The researchers hypothesized that problems and demands confronting teachers in rural and urban school systems would be different, yet both diversely related to symptoms of burnout.

Abel and Sewell (1999) adapted operational definitions of rural and urban schools from the U.S. Department of Housing and Urban Development to establish the sampling frame. The population of the study consisted of 98 secondary school teachers employed in Georgia and North Carolina public school. Fifty-two participants were categorized as

rural secondary school teachers and 46 were categorized as urban secondary school teachers. The survey instrument was comprised of two questionnaires: (a) Maslach Burnout Inventory for Teachers (MBI) and (b) Sources of Stress Questionnaire. The MBI and Sources of Stress Questionnaire utilized Likert-type scales. Internal reliability coefficients were calculated for the items of each questionnaire.

Abel and Sewell (1999) used multivariate analysis of variance (MANOVA) to examine the differences between rural and urban school teachers on the four sources of stress. A significant difference was found between rural versus urban teachers. No significant differences were found between rural versus urban school teachers on the three different types of burnout as compared with samples in the validation studies on the MBI. Intercorrelations between sources of stress and symptoms of burnout were obtained for rural and urban school teachers. A major difference in correlations occurred between stress from pupil misbehavior and personal accomplishment. A multiple-regression analysis was used to determine the best predictors of the three different types of burnout from the four sources of stress. Regression procedures were conducted separately for rural and urban school teachers. For each type of burnout, only one source of stress significantly entered the regression equations for both rural and urban teachers.

Devereux, Hastings, and Noone (2009) determined if time is managed well in a stressful work environment, that stress can produce a positive impact a teacher's professional growth in the workplace. If time is not managed well, stress can produce negative results. The paid support staff working in intellectual disability services experienced high levels of stress, and the focus of this study was to bring it to the attention of the public because those stress levels can affect health and communication

between employee and customer. Devereux et al. used five major work stress models: (a) person-environment, (b) demand-support-control, (c) cognitive-behavioral, (d) emotional overload, and (e) equity theory. In the person-environment theory, stress comes from the degree of fit, of which there are three: (a) between the person and environment, (b) between the objective and subjective representations, and (c) one kind that is broken down into two parts (needs-supplies and psychological needs). The first, person and environment, comes from work overload (when a worker feels he/she cannot satisfactorily complete a task), role ambiguity (being confused about what one is supposed to do), and/or role conflict (being confused about what you are asked to do and the normality).

Goddard, O'Brien, & Goddard (2006) found many climate factors that contributed to burnout levels, such as: "work pressure, role clarity and support" (p. 858.) The study aimed to include the level of innovative teaching practices to the established list of factors that affected burnout. Goddard, et al. found while more experienced teachers placed great importance on role clarity and work pressure, beginning teachers measured their success by their ability to "exercise innovative work practices" (p. 858). Goddard, et al. believed that if a teacher was given less freedom to practice innovative teacher strategies, then he/she was more likely to experience symptoms of burnout at the beginning of his/her career.

After conducting the study, Goddard, et al. (2006) concluded that "how innovative a teaching environment was perceived to be by beginning teachers was significantly related to the level of burnout that was reported to develop by these teachers during the second year of their teaching career" (p. 859). Burnout levels increased

dramatically with teachers that are employed in work environments that do not support innovative teaching practices. Friedman (2000) summarized this point by stating that burnout in beginning teachers can be directly attributed to being restricted in a way that leaves them unable to fulfill their own dreams and potential.

Burnout and Job Demands

Little is known about the relationship between depersonalization and equity in the work environment. The effects of inequity vary based on the type of exchange relationship and the outcome. Taris, Van Horn, Schaufeli, and Schreus (2004) explored the effects of inequity in three exchange relationships (relationships with students, colleagues, or the organization) correlated with several outcome variables. Each retained different patterns of effects on the outcome variable, warranting distinction of the relationship.

Taris et al. (2006) conducted a two-wave panel study. The sample consisted of 1,309 Dutch teachers employed in primary, secondary, and vocational schools. The second wave of the study consisted of 998 participants. On the first wave, participants responded to psychological and physical health, work characteristics, inequity and biographical variables. No significant difference was noted between the first and second wave of participants. After deleting missing data, the final sample consisted of 920 participants. The survey instrument was comprised of the following questionnaires and inventories: (a) Maslach Burnout Inventory, (b) Mowday Organizational Commitment Questionnaire, (c) single item measure of student relationship, (d) single item measure of collegial relationship, and (e) single item measure of school management. Data were measured using covariance structure modeling. Model modifications were used to

increase the fit of data. To control risk, the sample was split into two groups. The data were compared to the first group and cross validated with the second. Results from the cross-sectional study could not be validated with the longitudinal study. Suppressor effects suggest people have coping strategies to handle prolonged consequences. There is no longitudinal support for the study.

Taris et al. (2006) found increases in emotional exhaustion had a positive correlation with increased inequity in all three exchange relationships. Student and organizational factors correlated more closely with inequity than did collegial factors. Depersonalization with students was predicted exclusively on the inequity of the exchange relationship. The same effect was somewhat evident in collegial relationships. Lower levels of organizational commitment were associated with increased levels of inequity experiences in the relationship. The prediction of personal accomplishment being strongly related to student relationships was echoed in the results. Teachers viewed adverse relationships with students as a reflection of personal performance. Psychological withdrawal did not result in a more equitable relationship as hypothesized. The results suggest withdrawal creates further deterioration of the relationship.

Caltabiano, Graham, and Timms (2006) conducted an exploratory study to determine the dissimilarities in perception of authority between male teachers and female teachers and how these dissimilarities correlated with morale, participatory decision making, burnout and job stress. Additionally, tenure and environment were addressed as influences on burnout. The authors noted the study was constructed to serve as a catalyst for future research.

A convenience sample of 300 participants was identified utilizing data provided by the Queensland Independent Education Union (QIEU). Participants of the study were teachers employed in Queensland, Australia independent schools. A 47-item survey instrument was developed and administered to the participants. Burnout and job stress were treated as one variable. Of the 300 participants surveyed, 90 teachers responded. The authors analyzed data using descriptive statistics and an analysis of variance.

Caltabiano et al. (2006) found female primary teachers exhibited the highest degree of burnout surpassing the male primary teacher, and the female and male secondary teacher. As a whole, female teachers proved to have less confidence in school administration. Though these findings were in both primary and secondary teacher categories, the gap was more distinct in the lower levels of education. Females suppressed negative feelings and displayed positive ones, while males suppressed positive feelings and expressed negative ones. Environmental factors contributed significantly to the severity of burnout. Female and male teachers reported polarized experiences. Lack of resources correlated to lack of self-efficacy. The researchers questioned if resources for professional development and supplies were equitable between genders. Positive correlations were noted between gender, levels of participation in decision making, morale, trustworthiness and self-efficacy. These correlations could explain the lack of self-confidence that the female teachers had in school administration and their higher levels of burnout. Female teachers also reported the longest tenure in their positions. High levels of burnout reported by female teachers confirmed earlier findings that teachers who are not satisfied with their careers remain in their positions.

Sufficient evidence exists to support teachers experience stress, and exhaustion which lead to burnout and retirement. For instance, the Job Demands-Resources Model utilizes broad categories of job demands and job resources to characterize work. Hakanen, Bakker, and Schaufeli (2006) conducted a quantitative study to determine if (a) burnout mediated the effects of high demands of ill health, (b) work engagement mediated the effects of job resources on organizational commitment, and (c) burnout mediated the effect of lacking resources on poor engagement. The authors suggested these mediated effects will result in two parallel processes involved in work related well being. The energetical process implies high job demands through burnout lead to ill health. The motivational process suggests job resources foster engagement and organizational commitment.

Hakanen et al. (2006) identified the population sample of the study as all 2038 teachers in the Education Department of Helsinki, Finland. The final sample consisted of 52% of the sample population. The survey instrument was comprised of the following questionnaires and inventories: (a) Maslach Burnout Inventory for Teachers (b) Utrecht Work Engagement Scale, (c) Healthy Organizations Questionnaire, (d) Ill and Work Ability health were measured using two questions, and (e) organizational commitment was measured with one question. The hypotheses were tested using AMOS (Analysis of Moment Structures) software package. The job demands variable was indicated by pupil misbehavior, workload, and unfavorable physical work environment. The job resources variable was indicated by job control, social climate, supervisor support, information, and innovative climate. Burnout was indicated by exhaustion and cynicism. Work engagement was indicated by vigor and dedication. Ill-health and organizational

commitment utilized single item indicators. Model modifications were used to increase the fit of data. To control risk, the sample was randomly split into two groups of equal size. The data were compared to the first group and cross validated with the second. Correlation results showed that job demands were positively related to burnout and ill health. Job resources were positively related to engagement and organizational commitment and negatively related to burnout. Burnout was negatively related to organizational commitment and positively related to ill-health. Engagement was positively related to organization commitment.

Hakanen et al. (2006) used fit tests to test the model. The test for the first group confirmed burnout mediated job demand and ill-health and work engagement mediated job resources and commitment. A cross validation was performed with the second group of teachers. The model fit equally for both groups. The model explained 49% of the variance in burnout, 43% of the variance in ill health, and 46% of variance in organizational commitment. Two underlying processes emerged as hypothesized: 1) Energetical processes were more prominent than motivational, and 2) loss of resources appeared to be of primary concern and directly associated with burnout and indirectly associated with lower levels of work engagement.

Bilge (2006) found burnout is common in many professions, but it is found to be most prevalent among educators and health professionals. People who work in academics are found to be susceptible to loss of job satisfaction. While burnout is associated with other variables, Bilge (2006) focused on job satisfaction as a predictor of burnout in educators. The author conducted a quantitative study which included intrinsic and extrinsic factors related to job satisfaction and burnout. A sample of 194 academics

was obtained from the Ankara University system located in Turkey. Males comprised 39.7% of the sample, and females comprised of 60.3% the sample. The research considered marital status: 51.5% of participants were married and 48.5% were single. The age range of the group was 22-63 years old. The duration of service was calculated and was between 1 and 40 years. The group was then identified according to the status at the university. Lecturers comprised 38.7%, instructors comprised 19.6%, and research assistants 41.8%.

Bilge (2006) used three instruments to collect data: (a) Maslach Burnout Inventory (MBI), (b) Job Satisfaction Scale for Academicians, and (c) a personal information form. A stepwise regression analysis was used to predict emotional exhaustion, depersonalization, and personal accomplishment as related to burnout. Intrinsic satisfaction and academic status showed variance in scores of emotional exhaustion. The greatest predictor of emotional exhaustion was found to be intrinsic satisfaction. As emotional exhaustion scores increased, the level of intrinsic factor decreased. The academic status produced results that showed research assistants had lower levels of burnout than did professors and instructors.

The most important factor affecting depersonalization was also found to be intrinsic satisfaction. Intrinsic satisfaction and gender (female) variables explained 11.8% of the variance in depersonalization. As depersonalization scores increased, the intrinsic factor decreased. Gender was found to produce significant results. Depersonalization values for males were higher than the values derived for female academics.

Bilge (2006) reported that intrinsic satisfaction, extrinsic satisfaction, and academic status explained 11.2% of the variance in personal accomplishment scores. Personal accomplishment scores increased as the level of intrinsic satisfaction scores decreased. Academic status was also found to be a factor related to personal accomplishment.

The concept of burnout is not novel and many studies have dealt with the definition and description as it relates to teachers. Commonly accepted definitional components of burnout are physical and emotional exhaustion, lack of personal and professional accomplishment, and a strong sense of depersonalization. The level of burnout severity in the teaching profession has been widely measured; however, little research on burnout among school principals has been explored. Friedman (1995) conducted a study to identify the unique components of burnout among school principals.

Friedman (1995) used a sample of 571 school principals: 225 were male and 332 were female. Fourteen failed to reveal their gender. Approximately 61% were elementary principals and 37% were junior high and high school principals. A small portion failed to disclose their school level. Questionnaires were mailed to half the number of elementary school principals and to all secondary principals. The questionnaire was a two-part instrument. The first part consisted of 35 items for measuring burnout and the second part contained questions relating to the background of the principal such as gender, age, years of experience, and grade level of his/her school. The study was delivered during the months of April and May. Fifty-eight percent of elementary principals and 52% of secondary principals returned completed forms. The four categories of: (a) exhaustion, (b) aloofness, (c) self-dissatisfaction, and (d)

depersonalization were explored through the use of the Facet Theory and analyzed using the Smallest Space Analysis model.

The results of the study indicated that a burned-out principal experiences physical, mental, and cognitive exhaustion as well as self-dissatisfaction. Friedman (1995) concluded that exhaustion and self-dissatisfaction appears to constitute the core of the burnout phenomenon in principals and aloofness and deprecation are likely to be defense mechanisms to fight burnout. Coping mechanisms in the burnout process may be classified as experiences that are externally focused.

The Friedman (1995) study contributed to the understanding of burnout in school principals and possibly also a better understanding of the entire burnout concept. He recommended that additional validation studies involving more items expressing externally focused discontent should be conducted to further establish the concept of burnout amongst school principals. He also noted that components of the study may also be used to derive a unique instrument for measuring burnout in the administrative areas of education.

Burnout and Educational Innovation

Evers, Brouwers, and Tomic (2002) found educational innovations resulting from national political initiatives have driven change and transformed culture in Netherlands schools. The study-home program introduced the teacher as mediator. The program was aimed at improving creative thinking and independent work among students. Some teachers viewed this concept as radical. The authors conducted a quantitative study that focused on burnout among teachers who recently implemented the study-home program.

They hypothesized that attitude toward implementation, teacher self-efficacy, and ability to cope would contribute to burnout.

Evers et al. (2002) conducted a study that consisted of 490 teachers employed in the Dutch Hoger Algemeen Voortgezet Onderwijs (HAVO) and the Voorbereidend Wetenschappelijk Onderwijs (VWO) organizations. A random sample was taken from 33 Netherlands schools participating in the study-home system. The total sample consisted of 114 female teachers and 376 male teachers. The survey instrument was comprised of three questionnaires: (a) Maslach Burnout Inventory for Teachers (Dutch version) and (b) two instruments developed for the study to measure self-efficacy and attitude. Recommendations found in the literature review and interviews with five teachers were utilized to develop self-efficacy and attitude instruments. Likert scales were utilized in all three instruments to measure the data.

Evers et al. (2002) conducted a confirmatory factor analysis to determine if the four variables predicting burnout reflected the four factor model developed around the given measures of attitude and self-efficacy. To confirm fit of the data with the model, a Comparative Fit Index (CFI) was used. The CFI was higher than that of the recommended criterion of .90, and the model was accepted as reliable for the study. A correlation analysis showed efficacy beliefs were positively related to depersonalization and emotional exhaustion and negatively related to personal accomplishment. Hierarchical regression analysis showed the use of innovative educational practices and self-efficacy were significantly related to emotional exhaustion and personal accomplishment. The results did not conclude that burnout was related to effectiveness and usefulness of the new educational system. However, the study's findings confirmed

positive correlations between self-efficacy and burnout. Teachers with strong self-efficacy appeared to be better equipped to implement new educational practices. Evers et al. (2002) recommended group in-service and peer coaching aimed at building teacher self-efficacy as methods for reducing burnout. Implementation of new educational practices should not burden teachers. The researchers suggested careful management of work load to reduce burnout.

Implications of Professional Training for Burnout Prevention

Wilkerson and Bellini (2006) investigated demographic, intrapersonal, and organizational factors associated with burnout among school counselors. Seventy-eight school counselors from the northeastern United States participated in the study. Counselors completed five survey instruments: (a) Demographic Questionnaire, (b) Coping Inventory for Stressful Situations, (c) Role Questionnaire, (d) Counselor Occupational Stress Inventory, and (e) Maslach Burnout Inventory. Regression analysis revealed school counselors to have a strong sense of self-efficacy and strong sense of competence about their jobs. Demographic, interpersonal, and organizational variables accounted for most of the variance. School counselors exhibited high scores in emotional exhaustion.

Wilkerson and Bellini (2006) concluded schools should promote awareness of the effects of stress. Professional development programs aimed at stress reduction, time management, and skill prioritization are warranted. Creating and maintaining a positive work environment will improve overall job satisfaction and aid in the remediation of symptoms related to burnout.

Wilkerson and Bellini (2006) found widespread feelings of burnout and stress may lead to absenteeism, disability, and turnover. Understanding the implications of social burnout in the work place can lead to positive interventions. Interventional methods to diminish the effects of professional and social comparisons among professionals are critical to teacher retention. Carmona, Buunk, Rodriquez, and Bravo (2006) suggested counseling interventions and in-service programs aimed at building teacher self-efficacy.

There are few qualitative studies of educator burnout that focus on administrators. Sarros (1988) examined the work situations school-based administrators identified as possible contributors to burnout. His purpose was to identify what work situations contribute the most to feelings and attitudes representative of burnout and the relationship between each situation and the predictors of burnout.

Sarros (1988) used a sample of school-based administrators consisting of 66 principals and 62 assistant principals employed in a Canadian school district. The administrators worked at all grade levels, had varying years of experience, and represent both male and females. Each administrator was mailed a 72- item questionnaire that contained five sections. The questionnaire probed interpersonal relationships, work load, feedback, systemic factors, attitudes of parents and public, time, intraschool factors, and the relationship between work situations and predictors of burn out.

Sarros (1988) indicated that burnout consisted of overall work stress and factors of job satisfaction. Organizational and individual factors contributed to burnout. Interpersonal relationships with colleagues, parents, and the public contributed to almost 50% of depersonalization burnout in school administrators. Excessive workload

contributed to feelings of emotional exhaustion and person accomplishment burnout. Over 30% of the administrators reported that insufficient positive feedback contributed to personal accomplishment burnout and systemic factors such as central office demands led to emotional exhaustion burnout. Dealing with parents and the public along with time constraints also were responsible for emotional exhaustion burnout. Overall, emotional exhaustion burnout tended to increase as work stress increased and satisfaction with work stress decreased. About 46% of administrators identified interpersonal relationships as a major contributor to depersonalization burnout along with negative attitudes from stakeholders.

Sarros (1988) concluded that different work pressures and conditions all contribute to burnout and that administrators burnout as they attempt to cope with the many different work situations. Both organizational and individual stresses were also considered to contribute. Further research may consider moving beyond workload and time constraints to identify specific characteristics that contribute to burnout. Sarros (1988) suggested that future studies could explore which form of burnout have the most devastating effect on school administrators and who is most likely to experience higher levels of burnout and for what reasons.

Constructive Thinking

Constructive thinking is defined as thinking that occurs without intention and facilitates problem solving with minimal stress to the individual. Evers, Tomic, and Brouwers (2005) explored the Epstein theory of constructive thinking and its implications for controlling emotions, thus, reducing the occurrence of burnout. According to the theory, personal perception and behavior are controlled by three systems: (a) rational, (b)

associanistic, and (c) experiential. The rational system assists the individual with language and logic. The associanistic system operates unconsciously to manifest dreams. The experiential system operates intuitively. Individuals make connections between experiences and behavior and learn from those connections. Coping skills are improved when reflection is employed to influence outcomes.

Evers et al. (2005) quantitative study investigated multiple variables and factors associated with burnout. The four components of critical thinking: (a) negative self-oriented style (negative attitude), (b) positive self-oriented style (positive attitude), (c) positive other-oriented style (positive image and/or experiences), and (d) dichotomous thinking (categorizes outcomes) and magical thinking (karmatic outcomes) were correlated with emotional exhaustion, depersonalization and personal accomplishment. A factor analysis, analysis of variance and hierarchical regression analysis were conducted. Secondary schools in the Netherlands were randomly telephoned to solicit participation. The final sample was taken from ten schools. The sample consisted of 206 women and 227 men. The survey instrument was comprised of the following inventories: (a) Test of Cognitive Styles and (b) Maslach Burnout Inventory for Teachers-Dutch Version. Likert scales were utilized to measure data.

Evers et al. (2005) determined that the four components of constructive thinking contributed to the variance in emotional exhaustion (17%), depersonalization (21%), and personal accomplishment (20%). Negative self-oriented style proved to be significantly related to all three dimensions of burnout. Positive self-orientation and positive other-oriented cognitive style were found to relate to personal accomplishment. A relationship between dichotomous thinking and depersonalization was confirmed. A correlation

between depersonalization and magical thinking was not confirmed. Educational levels of the participants and self-report data were speculated as being factors.

Evers et al. (2005) suggested maladaptive thinking processes among secondary teachers prevents them from rational thinking during work and subsequently leads to burnout. Burnout intervention programs and courses aimed at improving constructive thinking skills are warranted. The researchers did not deny organizational factors as contributors to burnout, but organizational factors were not a focus of this study. However, it is important to remember that intercity and culturally diverse schools may present obstacles for some teachers. Evers et al. (2005) found challenging students paired with other environmental factors may have a negative impact on the teacher producing depersonalization and a low sense of self-efficacy. It is imperative for teachers entering such settings to be prepared. Constructive thinking programs introduced in orientation could prove beneficial to teacher retention. Teachers with positive styles will be resistant to burnout. Student relationships will benefit from the results of such programs. Positive teachers are likely to build positive relationship with students.

Coping Resources

Carmona, Buunk, Rodriquez, and Bravo (2006) designed a cross-sectional and longitudinal study to determine whether social comparisons were part of a coping mechanism on a day-to-day basis and how these comparisons related to burnout. Social comparisons were defined as teacher perception of his or her life situation compared to the life situation of peers. In other words, the perception of whether he/she is “better off” or “worse off” than his/her fellow professionals. Upward comparisons (better off) are

made with people who are doing better than the teacher and downward comparisons (worse off) are made with people who are not doing as well as the teacher. Direct (positive, engaging) and indirect (negative, palliative) coping styles would determine the ability to cope with social comparisons. The type of coping style employed would correlate to the degree of burnout. The authors hypothesized downward identification and upward contrast would be positively related to burnout. Upward identification and downward contrast would be negatively related to burnout. Direct coping style would be negatively related to burnout and palliative coping style would be positively related to burnout. Additionally, a direct coping style would be positively related to upward identification and downward contrast and a palliative coping style would be positively related to downward identification and upward contrast.

Participants in the Carmona et al. (2006) study were teachers in primary and secondary schools in Valencia, Spain. Measurements were taken at three different times corresponding to the academic term. Burnout was determined using the Maslach Burnout Inventory-General Survey (MBI-GS). The MBI-GS uses 16 items scored on a 7-point scale with “never” represented by zero to “everyday” represented by six. Findings were summed to a single burnout measure. Coping styles were determined using the Coping Scale of the Occupational Stress Indicator (OSI) which consists of 28 items.

Three tests for data fit were conducted. All tests confirmed burnout as a one-dimensional construct. Preliminary analysis demonstrated correlations between social comparison and identification for both measurements of data. A regression analysis performed on cross-sectional and longitudinal data supported the all three hypotheses. Teachers who felt they were doing worse socially and professionally than their peers

experienced more burnout. Teachers who identified themselves as doing better than other teachers experienced less burnout. Teachers who utilized a direct coping style experienced less burnout and than did teachers with a palliative coping style. Teachers who felt they were “worse off” than their peers utilized a palliative coping style and experienced burnout. Teachers who felt they were “better off” than their peers utilized a direct coping style and experienced less burnout. Carmona et al. (2006) substantiates previous studies that showed positive comparisons to fellow professionals resulted in lower levels of burnout.

Hagger (2009) concluded that “research has shown personality factors to be related to diverse outcomes such as subjective well-being, health behavior, chronic disease, asthma, mental health, coping with stress, and work related outcomes like performance motivation, job satisfaction, and absenteeism” (p. 381) . Personality trait research lays the foundation for research into how traits will affect actions and cognitive processes which ultimately determine behavior. Hagger (2009) concluded that the said research is essential in addressing the needs of certain people grouped together by similar personality traits and may provide for better intervention techniques in order to more accurately improve coping strategies. When assessing personality traits across entire populations, it is more effective to group traits into a few very distinct categories (e.g. big five personality traits) in order to create certain profiles in which all members of the population could be assigned into. Theses profiles are most important when “determining the dispositional biases on behavior and outcomes in the domain of stress and health” (Hagger, p. 381).

Hagger (2009) found that self-regulatory theories of coping and stress “highlight the importance of coping styles and stress appraisals as means to deal with stress and anxiety evoked by health-threatening events” (p. 382). Choice of coping style can affect how he/she perceives a person own health and well-being. Hagger (2009) notes that the importance of tailoring interventions toward certain specific personality trait groups has been a recent trend in the field, but more research is needed to fully explore the idea and to move away from the “one size fits all” approach. Individuals do not process stress generically, so the treatment of individuals should reflect the way stress is processed and appraises according to the specific individual.

Yowell, Peterson, Reardon, Leierer, and Reed (2011) found that “according to cognitive information processing theory (CIP), career thoughts mediate the relationship between career and life stress and the ensuing career decision state” (p. 303). They determined that an increase in career and life stress among college students created negative feelings towards career planning which was caused by lack of decidedness and low levels of career satisfaction. Cognitive information processing (CIP), as career decision making is concerned, is highly influenced by emotional and cognitive processes. Sampson, Reardon, Peterson, and Lenz (2004) stated “as we think through our career problems and make decisions, our emotions can help motivate us to choose and follow through or cause us to act too slowly, too quickly, or too randomly to make an appropriate choice” (p. 122). Sampson et al. (2004) found to correctly examine an individual’s career decision making process, researchers must focus on assessing and addressing emotions that cause distress on the individual. These distressing emotions toward career planning can cause indecision in their career thought process. Also,

dysfunctional career thinking can be attributed to trauma-related symptoms and the lower dysfunctional career thinking, the higher his/her career decisiveness. Yowell, et al. stated “it is highly likely that both distressful emotions and negative career thoughts require counseling intervention to ultimately help individuals attain a comfortable degree of certainty and satisfaction with a career choice” (p. 304).

Yowell, et al. (2011) believed that when individuals are faced with a change in career focus and stress ensues, two important elements appear: “(a) the degree of indecision or uncertainty with respect to a career choice and (b) the extent of dissatisfaction with that career choice” (p. 303). Together, these elements are referred to as the career decision state. When negative career thoughts are examined as a mediating variable, the relationship between career stress and the career decision state becomes important. In addition, Yowell, et al. found that when individuals were faced with moderate amounts of career stress their decision making process became more decisive and satisfactory. Therefore, under the pressure to make a career choice in the context of stressful life circumstances, individuals find that when negative thoughts are accounted for, they become more certain and satisfied with their career choice.

Gol and Cook (2004) argued that the best way to comprehensively examine the domains of coping is to use concept mapping. Gol and Cook stated “Concept mapping is a specific type of structured conceptualization process for exploring and describing the underlying structure of specific phenomena” (p. 161). It allows participants in a study to rank their opinions based on their own perspectives and not to be influenced by the beliefs of the researcher. A visual representation of collected data is produced in the

form of a cluster map which makes the data easier to organize and implement. The participant can rate his/her responses in order to better assess the results.

Devereux et al. (2009) found that the Demand-Control-Support (DCS) model measures stress of the individual at work using his/her perception of how demanding the job is, the level of control in the workplace, and the level of support received in difficult situations. Control is specifically defined as the amount of control a worker has over his/her work activities. Having support at work is essential to maintain a successful career. Devereux, et al. stated it can “act as a buffer, promote health, facilitate active coping, and help foster a sense of identity” (p. 564). The DCS model states that the jobs with the highest risk of work stress are those that have the highest demands and lowest levels of support and control.

Lazarus and Folkman (1984) found in their cognitive behavioral model that stress is a cognitive process that is highly individualized. They stated that stress does not develop solely from an individual or from his/her environment, but rather from the relationship between the two and the friction that may result. This model explains why different people can react completely differently to the same situation or how the same person can react differently when faced with different situations. Situation appraisals are essential in evaluating the level of stress an individual perceives to have within his/her environment. There are two types of stress appraisals: (a) primary and (b) secondary. Primary appraisals are used to determine if the situation is threatening or not. Secondary appraisals help the individual to determine his/her ability to cope with the strain and what techniques he/she can use to overcome the stressful situation. The researchers recognized two main types of coping: (a) problem-focused and (b) emotion-focused. With problem-

focused techniques, individuals aim to alter their behavior or change the actual environment in order to reduce stress and negative psychological effects. Emotion-focused coping techniques are used to manage or deal with the psychological stress.

Devereux, et al. (2009) noted that “Maslach described burnout as having three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment”(p. 566). Emotional exhaustion refers to the depletion of individual emotional resources. Depersonalization is geared toward the social aspects of the workplace and personal accomplishment is determined by personal self-examination. According to Devereux et al. the Maslach research found that many factors can contribute to burnout, including but not limited to “job demands such as workload and personal conflict and a lack of key resources such as control, coping, social support, skill use, autonomy, and involvement in decision making” (p. 566). Burnout caused by emotional exhaustion can cause workers to distance themselves from their work and colleagues.

Chesney, Neilands, Chambers, Taylor, and Folkman (2006) described the coping self-efficacy scale (CSE) as a method of measuring coping for intervention studies. CSE “focuses on changes in a person’s confidence in his/ her ability to cope effectively” (p. 422). The coping self-efficacy theory states that changes in confidence are important building blocks for an individual to change coping behavior. The stress and coping theory defines stress as a struggle of importance within a person-environment relationship. The process of determining importance and ability to overcome is called primary appraisal. Coping is defined as psychological or behavioral maneuvers in an attempt to control a situation that is appraised to be stressful. There are two main types of CSE strategies: (a) emotion-based coping and (b) problem-focused coping. Emotion-

based coping are attempts to alter an individual's emotional reaction to stressful events. Problem-focused coping is a behavior driven methods that aims to alter the stressful event itself. Secondary appraisal occurs when an individual assesses the stressful situation and determines which coping strategy would best negate the stressful effects. Maladaptive coping refers to coping techniques that are not properly suited to the situation. Chesney, et al found that adaptive coping refers to "situations in which there is a fit between the controllability of the stressful situation and the choice of coping strategy" (p. 423). Perceived CSE is an individual's belief that he/she can overcome a stressful situation using effective coping techniques. Perceived CSE can greatly influence the results of an intervention used to change coping behavior. The study involved intervening and introducing new coping behaviors to individuals with life-threatening illnesses. Chesney, et al found that "emphasis was placed on both problem-focused and emotion-focused coping strategies, including seeking social support and engaging in spiritual and/or meditation activities" (p. 423). The study concluded three major factors that improved the psychological state of the participants: (a) use problem-focused coping, (b) stop unpleasant emotions and thoughts, and (c) get support from friends and family.

Stress Reduction

Gold, Smith, Hopper, Herne, Tansey, and Holland (2009) found stress has a negative impact on the health and well-being of individual teachers and on retention within the teaching profession. The researchers noted Mindfulness and Mindfulness-Based Stress Reduction (MBSR) are particularly helpful interventions to address a variety of psychological problems and stress. Gold et al. investigated the effects of

reducing stress in a group of primary school teachers by teaching them a course on Mindfulness-Based Stress Reduction.

Gold et al. (2009) chose a group of 11 teachers after presenting them with a short presentation on the background of Mindfulness. All participants were between the ages of 20-50 and all identified themselves as experiencing stress. None had current medical or mental health difficulties that justified exclusion from the study. The Depression Anxiety Stress Scales were used to measure emotional status and stress levels before and after the course was taken. The Global Problem Scale was used to identify the main problem of the participant and rated severity on a scale from 0-8. The Kentucky Inventory of Mindfulness Skills (KIMS) used a 39-item evaluation to determine how far the MBSR course enabled participants to be more mindful.

The Gold et al. (2009) study consisted of the teachers receiving an 8-week course taught by a trained psychotherapist. The course was delivered for 2.5 hours weekly for eight weeks immediately following the regular school day and a Saturday session was conducted between weeks 5 and 6. The teacher for the course was available by telephone and e-mail for support between sessions and anyone who failed to attend a session was immediately contacted. Discussions were drawn from the everyday working life of the teacher.

The results showed that all teachers were suffering from significant emotional distress and all scored above the threshold for depression before the course. After the course, all teachers but one showed an improvement in their stress levels. The one who showed more distress attributed to the increased levels due to personal reasons. The levels of depression and stress showed significant improvements from before the course

to after the course, while the levels of anxiety experienced were not significantly different. Although a small sample was used the authors concluded that MBSR could have a definite impact as an intervention for occupationally stressed teachers.

The issue, Gold et al. (2009) concluded a larger study could investigate the use of MBSR courses to help educate teachers how to respond to and control stress in the teaching lives. The study could also use a control group as a comparison with one group receiving another stress reduction intervention. This two-arm trial would allow for comparisons to be drawn between evidence-based stress reduction interventions. Furthermore, they suggested that a follow-up course could be conducted after a period of several months to strengthen the short-term benefits into long lasting results.

In recent years, stress experienced by teachers has been an area of growing interest. Mearns and Cain (2003) noted a variety of factors such as interpersonal demands, discipline problems, administrative red tape, bureaucracy, lack of support, workload and time pressure, and amount of paperwork required and lack of resources just to name a few as providing occupational stress. All these stressors may cause teachers experience burnout. However, some individuals actually thrive under such stress instead of becoming burned out. The authors felt it was important to explore those characteristics some teachers possess that protect them from job stress, while others remain vulnerable and suffer negative consequences. The study explored how some teachers cope with job stress through the use of negative mood regulation (NMR) expectancies. Simply put, this represents the belief that individuals can alleviate the negative moods that they experience thereby making themselves feel better when they are in a bad mood.

Mearns and Cain (2003) selected participants from primary and secondary urban and suburban schools in Southern California. Sixty-five were female and 21 were male. Their ages ranged from 23-63 while their teaching experience ranged from 1-43 years. The schools that they served were relatively small ranging from as low as 11 teachers in one school to as high as 47 in another. Questionnaire packets for all teachers were distributed at faculty meetings at respective schools. Those choosing to participate filled out the packets and returned them by mail or to the mail room at the school in sealed envelopes.

Each questionnaire packet consisted of five individual questionnaires each used to measure a specific stress-related problem for teachers. The Teacher Stress Inventory contained 49 items to measure occupational stressors as well as consequences of job stress. The Negative Mood Regulation Scale consisted of 30 self-report items to rate individual's expectancies for being able to control their negative affective states. The Coping Inventory for Stress used 60 items to measure dispositional coping with stressful events. Maslach Burnout Inventory Educators Survey contained 22 items to evaluate emotional exhaustion, depersonalization, and lack of personal accomplishment. The Brief Symptom Inventory was used to measure distress suffered by the participants. Simultaneous regression analyses were used to give a clearer picture of the relationships among the variables.

Mearns and Cain (2003) found teachers exhibiting strong mood regulation expectancies were found to be more adaptive at using coping strategies to deal with stressful situations and experienced lower levels of negative consequences associated with the stress. Those that were reliant on avoidant coping strategies suffered higher

levels of stress and burnout. Furthermore, these individuals also experienced higher levels of emotional exhaustion and lack of personal accomplishment elements associated with burnout. Regardless of how individuals chose to cope with stressful events, having a strong belief that they can cope with the stressors make them less likely to experience negative consequences of distress (Mearns & Cain).

Mearns and Cain (2003) concluded that future research could benefit from the inclusion of measures of personality characteristics such as negative mood regulation expectancies. They recommended that more research should also be done to determine if NMR expectancies could be used as a predictor of maladaptive responses to job stress. Future longitudinal research could also be used to identify new teachers with high and low NMR expectancies and follow them to determine if there are differences in the rate at which they leave the teaching profession.

McCarthy, Lambert, O'Donnell, and Melendres (2009) tested a transactional model of stress to examine levels of burnout in elementary school teachers. The transactional model of stress presumes that when demands on the teacher outweigh the ability of the teacher to cope, stress occurs. Burnout is then in turn viewed as the outcome of the inadequate ability to employ coping resources effectively to deal with life demands. The researchers utilized three instruments to test the model: (a) Classroom Appraisal of Resources (CARD), (b) Maslach Burnout Inventory (MBI), and the (c) Preventative Resources Inventory (PRI).

McCarthy et al. (2009) collected data over two academic years from 451 teachers in 13 elementary schools within three adjacent counties in southeastern United States. The sample consisted of teachers employed in both urban and suburban locations with

demographically diverse student populations. Theoretical linear modeling was used to nest the 451 teachers within the 13 elementary schools where they were employed during the study. McCarthy et al. examined variance between schools and individual teacher variance. Their finding was that there was little variance in reported burnout symptoms between schools. School demographics, organizational, and structural factors did not appear to contribute to teacher burnout in a school. There was, however, sufficient evidence to support variance between teachers. McCarthy, et al. stated “most of the variance was accounted for by individual differences between teachers, suggesting that individual perceptions of the balance between resources and demands were most predictive of burnout” (p. 296).

Burnout is often defined as loss enthusiasm for work. Physical and mental exhaustion ensue when demands outweigh the ability to cope. The MBI used in this study defines this construct as Emotional Exhaustion (EE). The MBI defines depersonalization as the event that occurs when teachers distance themselves from coworkers and students. Professional isolation often triggers depersonalization and brings about a cynical view of work. The MBI defines the third construct of personal accomplishment (PA) as loss of self efficacy or feelings of incompetence. All three constructs were noted in the study to address the perceptions of demands and resources that lead to individual teacher burnout. McCarthy et al. (2009) noted teachers who avoided stressful situations or who employed resources such as self-disclosure, relaxation techniques, and problem solving skills, experienced less stress. Problem solving was a predictor of personal accomplishment. Denial and humor predicted emotional exhaustion and depersonalization scores. More experienced teachers experienced less emotional

exhaustion. Teachers who did report high levels of emotional exhaustion also reported perceived higher demands. These teachers reported greater feelings of responsibility. More challenging students and a perceived imbalance in demands and classroom resources were reported as contributing factors leading to emotional exhaustion. Excessive work demands predicted symptoms of decreased personal accomplishment. Depersonalization and emotional exhaustion appeared to result from overload, internal conflict, and decreased self efficacy (McCarthy et al.).

McCarthy et al. (2009) suggested that school administrators offer more opportunities for structured support, mentoring, and staff development that would assist in countering feelings of depersonalization and reduced personal accomplishment. They further recommended that school administrators should carefully consider work distribution and strive for equitable resource allocation among teachers. Balanced workload and adequate classroom resources would assist in combating emotional exhaustion. Teachers with more experience should not be considered immune to emotional exhaustion and the effects of stress. McCarthy et al. (2009) suggested “a larger more diverse sample of schools might allow the measurement of school climate and organizational variables that may be associated with aggregate school-level teacher stress and burnout” (p. 298).

Research has been conducted for years relating job stress to eventual burnout. However, while job stress simply puts a strain on some workers, it causes others to burnout and leave their chosen profession. Pines and Keinan (2005) researched this topic predicting that job stressors were more highly correlated with strain than with burnout while job importance was more highly correlated with burnout than with strain. Burnout

is not always a result of high stress. Once individuals feel that they have failed and that their work is insignificant, they start to feel helpless and hopeless and eventually burnout. A teacher's most important goal is to educate, influence, and inspire their students. Consequently, discipline problems and disruptive students are a major cause of burnout.

Pines and Keinan (2005) sampled 1,182 service professionals consisting of 81% male and 19% female chosen between 2001-2002. The average age of the respondents was 35.9 years of age. Questionnaires were group administered and from each group one/two individuals were randomly chosen to be interviewed. Overall 24% of the participants were interviewed. A self-report questionnaire was administered to all participants with different aspects to ascertain information on work stressors, overall levels of strain, levels of emotional and mental exhaustion, performance level, physical and emotional symptoms, work importance and significance, and work satisfaction and desire to quit their job.

Pines and Keinan (2005) found that strain and burnout have different correlations with job stressors, work importance, physical and emotional symptoms, performance level, job satisfaction, and the desire to quit. Work stressors were more highly correlated with strain than with burnout, whereas, the importance of work was more highly correlated with burnout than with strain. There appeared to be a high correlation between individuals' sense of importance with their level of burnout. Those who reported that they felt useless and non-important suffered higher levels of burnout than those who felt a sense of accomplishment and a sense of being needed and important. Likewise those reporting a lack of job satisfaction, a desire to quit, and physical and emotional symptoms, yielded a higher level of burnout.

Pines and Keinan (2005) suggested a more stringent test using an experimental design should be used for further research on the significance between job strain and burnout. The study should expand into other professions, such as teaching, that exhibit a high level of burnout. The fact burnout had a higher correlation with symptoms than the level of strain, indicates that future research should focus on determining if burnout is part of and a specific member of the cluster of adverse reactions or if burnout is the most serious adverse reaction from the presented set of symptoms. Future research should explore the fact that burnout might be prevented by focusing on enhancing a sense of work importance rather than focusing on reducing job stress (Pines &Keinan).

Conclusion

Burnout is associated with negative organizational outcomes such as high attrition, low employee productivity, and poor organizational climate. In the past, most research in career burnout has focused on workers that are already established in their respective fields and, therefore, neglect the notion that burnout can occur in new workers, as well. It is often believed that it is unlikely for a new worker to experience any burnout at all. Studies by Ingersoll (2001), Darling-Hammond (2003), and Hare and Heap (2001) have shown that attrition rates can be as high as 30% among teachers with less than three years of experience.

The three-factor model of burnout which uses emotional exhaustion, depersonalization, and personal accomplishments, is often used in studies related to burnout. Emotional exhaustion refers to the state of an individual that shows high levels of frustration and irritability, as well as low levels of energy and emotional resources. Depersonalization refers to the distancing of an individual from his/her workplace and

coworkers. Also, in the case of human services, it can refer to an individual objectifying his/her clients. (Teachers, for example, who treat students like numbers). Personal accomplishment is the perception that an individual has when he/she succeeds or excels in something. In the workplace, this could be attributed to meeting goals, receiving praise from supervisors, etc. A decline in personal accomplishment often leads to a decline in the sense of job competency and in negative self-characterization, thus leading to burnout.

The majority of burnout research focuses on environmental factors and their effects on individuals in the workplace. However, such studies do not account for different individuals having different success rates within the same environment (Sari, Abel, & Sewell, 1999). Therefore, it is obvious that burnout is brought about by multiple influences, including: (a) the environment, (b) personality, and (c) coping resources. If more emphasis was placed on the personality and coping resources of the individual, it could be easier to detect and prevent burnout. Hagger (2009) suggested personality traits lay the foundation for behaviors. The researcher found coping style to affect how a teacher perceives his/her own health and well-being. Hagger further emphasized the importance of identifying how individuals with specific personality traits process and appraise stress.

All personality traits have been useful in the prediction of burnout. Dorman (2003) found that the presence or absence of certain personality traits may be a contributing factor in whether or not a teacher can adapt, cope, and remain in a teaching position over time. Christiansen and Trent (2008) noted temperament, perceptions, and behavior are integral characteristics of personality that drive coping responses.

Understanding the role of personality traits of the individual in the work environment is critical in combating burnout.

Throughout the years, researchers have defined stress to be instability induced by environmental factors. It is irresponsible to believe that stress is solely a product of the relationship between the person and his/her environment. This notion compels researchers to focus on the process between the two in terms of strain. It shows opposing forces at work which lead to negative consequences and does not allow for the consideration of the healthy and adaptive functions of stressors. Goddard, O'Brien, and Goddard (2006) confirmed beginning teachers who were allowed to exercise innovative teaching practices experienced less stress. The researchers noted burnout increased among teachers who were employed in less innovative environments. Evers, Tomic, and Brouwers (2002) found teachers with a strong sense of self-efficacy to be better equipped to implement new educational innovations. In a later study, these researchers concluded teachers who employed constructive thinking skills were more resistant to the effects of burnout. Teaching with positive styles benefited both the teacher and the student.

Operational theories in the educational arena have changed overtime. In the mid 1960s through early 1970s educators were allowed to decide what was best for their students and the public was supportive and optimistic about their impact on students. Ingersoll (2001) noted resources for education have been reduced substantially, the public has become increasingly dissatisfied, and legislators are deciding what needs to be taught. The changing conditions have made teaching more stressful, leading to burnout for some educators.

Carmona, Buunk, Rodriquez, and Bravo (2006) found teachers respond to and are affected by stress differently, and therefore, must identify ways of alleviating or coping with the situation on an individual basis. The researchers determined social comparisons were a part of a coping mechanism on a daily basis. Society can have an effect on the stress level experienced by teachers. The teaching profession is not held in as high a regard as it used to be, according to the researchers, and financial support has diminished while increased productivity is expected. Teachers who utilized a direct coping style and felt they were “better off” than their peers experienced less burnout.

Abel and Sewell (1999) found the organizational structure of schools continues to fail to meet the needs of teachers leading to distress. Teachers often feel that insufficient resources are made available to meet performance expectations. This situation is not uncommon, but manifests differently across the educational system. Lazarus and Folkman (1984) utilized a cognitive behavioral model to explain why different people act and respond to similar situations in different ways. The researchers further found stress to be a byproduct of the individual and his/her relationship with the environment. These researchers recommended problem-focused coping to change behavior and alter the environment. Emotion-focused coping techniques were recommended to manage and deal with psychological stress.

McCarthy, Lambert, O'Donnell, and Melendres (2009) found all teachers to have certain stresses, but how they identify them and employ coping resources makes a notable difference in the degree of burnout. Burnout is viewed as the outcome of stress. The researchers utilized the transactional model of stress to examine burnout and found coping resources must be adequately employed to deal with stress. Teachers who

employed self disclosure, relaxation techniques, and problem solving skills experienced less stress.

Yong and Yue (2007) noted burnout to be a problem in education that is complex and on-going. Zellars, Hochwater, Perrewe, and Ford (2004) identify personality traits as factors that attribute to burnout. There is a multitude of research to support the impact of employing coping mechanisms to reduce stress. In order to improve retention among teachers, researchers continue to investigate the myriad of variables that have become associated with burnout.

CHAPTER III

METHODOLOGY/PROCEDURES

In this chapter, the research problem, research questions, and null hypotheses are presented. Further, the chapter provides a description of the methodology used in conducting this study. The study examined the relationship between personality traits, coping resources, aspects of the job and burnout in secondary school teachers. Information is also included about the research design, sample, instrumentation, procedures related to data collection, data collection, and data analysis techniques.

Statement of the Problem

The purpose of this study was to examine the relationships among personality type, coping resources, aspects of the job, and burnout in secondary school teachers in north Louisiana.

Research Questions

The following research questions were used as the focus this study:

1. What personality traits are resistant to teacher burnout?
2. What coping resources must be employed to reduce teacher burnout?
3. What aspects of the job contribute to teacher burnout?

Null Hypotheses

The following null hypotheses were formulated:

- H₀₁: Burnout scores for secondary teachers will not vary depending on the personality trait as defined by the HEXACO Model of Personality.
- H₀₂: Burnout scores for secondary teachers will not vary depending on the coping resources as defined by the Coping Resources Inventory (CRI).
- H₀₃: Aspects of the job will not contribute to teacher burnout.

Methodology

A non-experimental, quantitative study focusing on personal sources of resistance to burnout, personality traits, and coping resources was conducted. A descriptive, cross-sectional correlational research design was selected to predict whether: (a) personality traits of extroversion, conscientiousness, and emotionality are related to high burnout; (b) coping resources are related to high burnout; and (c) aspects of the job are related to teacher burnout. The research study was intended to predict from personality traits and coping mechanisms, sources of resistance to burnout.

Sample

The study included a random sample of 100 secondary school teachers in employed in north Louisiana public schools with 1-5 years of experience. A random table of numbers was utilized to select participants. The target population was determined to be both accessible and appropriate for the study. Information about the participants was obtained from school district central office records. This information was utilized to establish the sampling frame.

Instrumentation

The HEXACO Personality Inventory, Coping Resources Inventory, questions related to aspect of the job, and Maslach Burnout Inventory were utilized to collect data. The survey instruments were selected based on survey characteristics and reported use. Publisher permission was obtained for use of each instrument. Questions related to feelings about: (a) classroom behavior, (b) decision making, (c) collegial relationships, (d) available resources, and (e) workload were utilized to measure aspects of the job related to burnout. SurveyMonkey was used to electronically administer each survey, as well as to collect relevant demographic and organizational data on the participants.

The Coping Resources Inventory developed by Marting and Hammer (2004) measures resources in five domains: (a) cognitive (COG), (b) social (SOC), (c) emotional (EMO), (d) spiritual/philosophical (S/P), and (e) physical (PHY). Maslach (1981) developed the Maslach Burnout Inventory (MBI). The instrument assesses the degree of burnout on three subscales: (a) emotional exhaustion (EE), (b) depersonalization (DP), and (c) reduced sense of personal accomplishment (PA). The HEXACO Personality Inventory developed by Lee and Ashton (2002) offers a six-dimensional structure that contains the following factors: (a) honesty-humility (H), (b) emotionality (E), (c) Extroversion (X), (d) agreeableness (A), (e) conscientiousness (C), and (f) openness to experience (O). The aspects of the job were measured using the following survey items: (a) I can manage student behavior in my classroom; (b) I participate in the decision making process at my school; (c) I have good relationships with my students; (d) I have adequate resources to do my job, and (e) My workload is appropriate.

Validity and Reliability

The HEXACO Personality Inventory operationalizes the six dimensional HEXACO personality model developed by Lee and Ashton (2002). It consists of 60 items rated on a 1-5 scale. The HEXACO factor scales have internal consistency reliabilities exceeding .87 and no correlations between factor scales exceed the .30 level.

The Coping Resources Inventory is a 60-item instrument that measures resources in 5 domain categories. The estimates of internal consistency (coefficient alpha) for the Coping Resources Inventory across the 5 scales range between .73 and .93, and the test-retest reliabilities range between .73 and .78.

Internal consistency of the MBI was estimated by Cronbach's alpha. The reliability coefficients for the subscales were: (a) .90 for Emotional exhaustion; (b) .79 for Depersonalization; and (c) .71 for Personal accomplishment. Data on test-retest reliability ranged from .53-.89 for the six dimensions of the MBI and were significant beyond the 0.001 level. Estimates of internal consistency (coefficient alpha) were .90 for high scores on EE and DP and a low score on PA were related to high burnout. Reliability and validity measures were not calculated for the questions related to aspects of the job.

Data Collection and Analysis

For the purposes of this study, data to identify participants were collected from school district central office records. Teachers with 1-5 years of experience were selected. Data collected from teacher personnel records were void of any personal identifiers. To preserve anonymity, an arbitrary number was pre-assigned to each teacher. All teacher identifiers remained unknown to the investigator. The data were

analyzed using the Statistical Package for the Social Sciences (SPSS). Statistical approaches were conducted to obtain descriptive and predictive data to profile the sample and to investigate the hypotheses. The study investigated the relationships between three predictor variables, the HEXACO Personality traits, coping mechanisms, and aspects of the job, and the criterion variable, burnout. The predictor variables served as moderators to discover whether the interaction changed the relationship between the independent variable and the observed phenomenon. Moderation occurs when the relationship between two variables depends on the third, as seen with personality and coping. Statistical procedures appropriate for moderators, such as multiple regression analysis, were employed. The level of significance was set at alpha equal to .05. Bivariate correlation analysis and multiple regression analysis were utilized. The correlational design emphasized the investigation of relationships among teacher burnout, personality traits, coping resources, and aspects of work.

Procedural Details

The research proposal was submitted to the researcher's dissertation committee for review and approval. Upon receipt from the dissertation committee chairman, the study was submitted to the Institutional Review Board (IRB) to assure that the rights, confidentiality, and freedom from harm of the participants were protected. IRB approval was received to conduct the study.

The researcher emailed superintendents from eighteen north Louisiana parishes requesting permission for the school district to participate in the study (Appendix A). Nine Parishes agreed to participate in the study. Once approved by the superintendents, a request to the school district central offices was issued for provision of participant data.

Participants were selected by the central district office personnel. Packets including consent forms (Appendix B), instructions, and questionnaires (Appendix C) were delivered via email utilizing the free online survey software and questionnaire tool SurveyMonkey. Participants were instructed to provide consent and complete enclosed questionnaires within two weeks. Results were delivered by SurveyMonkey to the researcher as each participant completed the packet. Participants electronically signed and returned consents through a verification function of SurveyMonkey. Follow-up contact to solicit participation was made with school district central offices when participants failed to return data as requested within four weeks of receiving the initial invitation to participate. All data included in the study were prepared for analysis.

CHAPTER IV

DATA ANALYSIS

The purpose of the study was to examine the relationship between: (a) personality traits, (b) coping resources, and (c) aspects of the job among north Louisiana secondary school teachers with 1-5 years of experience. The HEXACO Personality Inventory, Coping Resources Inventory for Stress, Maslach Burnout Inventory, and questions centering on aspects of the job were utilized to collect data. These instruments were selected based on survey characteristics and reported use. SurveyMonkey was used to electronically administer the survey as well as collect relevant demographic and organizational data on the participants.

Descriptive Statistics

Descriptive statistics were used to describe the sample used for this study. A series of multiple regression analyses were performed to test the contribution of various factors in predicting burnout in secondary school teachers. Multiple regression analyses were conducted regressing each burnout dimension on: (a) teacher personality traits, (b) coping resources, and (c) aspects of the job.

The sample consisted of 139 participants from 9 identified north Louisiana parishes. It should be noted that 14 of the participants failed to identify their location. Of the 139 potential participants, 110 teachers actually completed the study (see Table 1).

The population parameter for this study is unknown. Only a small number of the school districts participating agreed to reveal population size relative to the sample.

Table 1

Parish of the Participant

Parish	Frequency	Cumulative Frequency	Relative Frequency
Bossier	15	110	13.64%
Webster	4	95	3.64%
Claiborne	5	91	4.55%
Bienville	19	86	17.27%
Lincoln	26	67	23.64%
Jackson	3	41	2.73%
Morehouse	18	38	16.36%
Union	1	20	0.91%
Ouachita	5	19	4.55%
Other	14	14	12.73%
Total	110		100.00%

The sample in this study consisted of 26 male teachers and 80 female teachers. Four other teachers did not identify their gender. Female teachers comprised 72.73% of the sample (see Table 2).

Table 2

Gender of Participant

Gender	Frequency	Cumulative Frequency	Relative Frequency
Male	26	110	23.64%
Female	80	84	72.73%
Unanswered	4	4	3.64%
Total	110		100.00%

Of the 110 participants, 61 indicated that they had at least 5 years of experience. Nine teachers indicated that they had 3-4 years of experience. Eight teachers indicated

that they had 2-3 years of experience. Eight teachers indicated that they had 1-2 years of experience, and lastly 23 teachers indicated they had 0-1 year of experience. One participant failed to indicate years of experience (see Table 3).

Table 3

Years of Experience

Years	Frequency	Cumulative Frequency	Relative Frequency
5	61	110	55.45%
3-4	9	49	8.18%
2-3	8	40	7.27%
1-2	8	32	7.27%
0-1	23	24	20.91%
No response	1	1	0.91%
Total	110		100.00%

The education level for each participant was recorded. Sixty-seven of the participants held a baccalaureate degree. Forty-three indicated they held a master's degree (see Table 4).

Table 4

Education of the Participant

Education	Frequency	Cumulative Frequency	Relative Frequency
Baccalaureate	67	110	60.91%
Masters	43	43	39.09%
Total	110		100.00%

Of the 110 participating teachers, 43 were between the ages of 20-29. Twenty-six participants were between the ages of 30-39. Nineteen participants were between the

ages of 40-49. Sixteen participants were between the ages of 50-59. Five participants were between the ages of 60-69, and one teacher did not reveal his/her age (see Table 5).

Table 5

Age of the Participant

Age	Frequency	Cumulative Frequency	Relative Frequency
20-29	43	110	39.09%
30-39	26	67	23.64%
40-49	19	41	17.27%
50-59	16	22	14.55%
60-69	5	6	4.55%
No Response	1	1	0.91%
Total	110		100.00%

Inferential Statistics

The following null hypotheses were tested:

- H₀₁: Burnout scores for secondary teachers will not vary depending on the personality trait as defined by the HEXACO Model of Personality.
- H₀₂: Burnout scores for secondary teachers will not vary depending on the coping resources as defined by the Coping Resources Inventory for (CRI).
- H₀₃: Aspects of the job will not contribute to teacher burnout.

To examine the three null hypotheses, data were analyzed using correlation and multiple regression techniques. Several significant correlations between the HEXACO personality traits, coping mechanisms, aspects of the job, and the burnout constructs were found (see Table 6).

Table 6

Correlation Matrix for MBI Total

Variable	CRI-COG	CRI-SOC	CRI-EMO	CRI-SP	CRI-PHY	HEX-C	HEX-X	HEX-E	BHVR	DCSIN	RLATE	RSC	WKLD	MBITOT
CRI-COG	1.00													
CRI-SOC	.76	1.00												
CRI-EMO	.68	.78	1.00											
CRI-SP	.55	.54	.54	1.00										
CRI-PHY	.40	.38	.30	.21	1.00									
HEX-C	-.34	-.28	-.30	-.24	-.25	1.00								
HEX-X	-.62	-.69	-.59	-.37	-.41	.34	1.00							
HEX-E	.29	.06	-.08	.04	.26	-.20	-.25	1.00						
BHVR	.12	.09	.12	.12	.06	-.12	-.13	.11	1.00					
DCSIN	.06	-.01	.02	-.05	.11	-.15	-.08	.01	.25	1.00				
RLATE	.26	.29	.28	.20	.10	-.01	-.17	-.03	.50	.32	1.00			
RSC	.18	.17	.23	-.03	.18	-.03	-.08	.05	.24	.39	.28	1.00		
WKLD	.32	.21	.28	.07	.22	-.05	-.13	.20	.17	.16	.10	.59	1.00	
MBITOT	-.20	-.13	-.05	.02	-.28	-.03	.25	-.23	-.04	-.04	-.01	-.30	-.42	1.00

(Note: MBITOT = Total Burnout, CRI-COG = Cognitive Resources, CRI-SOC = Social Resources, CRI-EMO = Emotional Resources, CRI-SP = Spiritual Resources, CRI-PHY = Physical Resources, HEX-C = Conscientiousness, HEX-X = Extroversion, HEX-E = Emotionality, BHVR = Behavior, DCSIN = Decision Making, RLATE = Relationships, RSC = Resources, WKLD = Workload); Regression Equation: $MBITOT = 76.4 + (-.42)(WKLD) + (.33)(HEXX) + (.27)(CRIEMO) + (-.16)(CRIPHY)$

The observed correlations between coping mechanisms and total burnout were: (a) Cognitive Support ($R = -.20$), (b) Social Support ($R = -.13$), (c) Emotional Support ($R = -.05$), (d) Spiritual Support ($R = .02$), and (e) Physical Support ($R = -.28$). Correlations between personality traits and total burnout revealed: (a) conscientiousness ($R = -.03$), (b) Extroversion ($R = .25$), and (c) Emotionality ($R = -.23$). Finally, correlations between aspects of the job and total burnout were found to be: (a) Behavior ($R = -.04$), (b) Decision Making ($R = -.04$), (c) Relationships ($R = -.01$), (d) Resources ($R = -.30$), and (e) Workload ($R = -.42$).

Personality Traits, Coping, and Aspects of the Job as Predictors of Burnout

The regression summary of MBITOT indicates that perceived workload was a highly significant prediction of burnout with $\beta = -.42$, $R = .54$, $p < .00000$. Results suggest that teachers who view their workload as appropriate are less likely to experience burnout. Thus, null hypothesis 3 was rejected. Also, the personality trait of extroversion was found to be a predictor of burnout at $\beta = .33$, $R = .54$, $p < .00000$. Persons with lower levels of extroversion (introversion) were found to have higher levels of burnout. Thus, null hypothesis 1 was rejected. Regression analysis revealed the coping resource emotionality to be an ineffective mechanism for coping. Emotional orientation was found to be $\beta = .27$, $R = .54$, $p < .00000$. Additionally, the coping resource of physical well-being was found to be a predictor at $\beta = -.16$, $R = .54$, $p < .00000$. Overall, the results indicated that physically healthy individuals show a greater resistance to burnout. Thus, null hypothesis 2 was rejected.

Correlations were also found between Coping Resources Inventory for Stress, HEXACO model of personality traits, aspects of the job and individual constructs of the Maslach Burnout Inventory with the dependent variables being identified as: (a) Personal Accomplishment, (b) Depersonalization, and (c) Emotional Exhaustion. The correlations and corresponding regression equations are illustrated in tables 7-12. On the subscale MBIPA, the regression model accounted for 9% variance in Personal Accomplishment. HEX-X was the most influential prediction of Personal Accomplishment, followed by HEX-C. HEX-X was found to be significant at $\beta = -.23$, $R = .30$, $p < .00144$. HEX-C was found significant at $\beta = -.13$, $R = .30$, $p < .00144$.

Thus, particularly those who exhibited lower levels of extroversion and those who demonstrated lower levels of conscientiousness experienced feelings of diminished personal accomplishment in their work.

Personality Traits as a Predictor of Burnout on the Subscale Personal Accomplishment

In the next regression analysis on the subscale of MBIPA, Personal Accomplishment, was regressed on personality traits. Three personality traits accounted for 9% of the variance in Personal Accomplishment. HEX-X significantly contributed to this model. HEX-E and HEX-C offered minimal contributions. With regards to personality traits and Personal Accomplishment as the dependent variable, the correlations were found to be: Conscientiousness ($R = -.21$), Extroversion ($R = -.28$), and Emotionality ($R = .14$) (see Table 7).

Table 7

Correlation Matrix for HEXACO and MBIPA

Variable	Correlations			
	HEX – C	HEX – X	HEX – E	MBIPA
HEX – C	1.00			
HEX – X	.35	1.00		
HEX – E	-.21	-.24	1.00	
MBIPA	-.21	-.28	.14	1.00

(Note: MBIPA = Personal Accomplishment, HEX-C = Conscientiousness, HEX-X = Extroversion, HEX-E = Emotionality); Regression Equation: $56.7 + (-.23)(HEXX) + (-.13)(HEXC)$

**Personality Traits as a Predictor of
Burnout on the Subscale
Depersonalization**

Additionally, a regression analysis was performed on MBIDP. Depersonalization was regressed on personality traits. Three personality traits accounted for 12% of the variance in Depersonalization. HEX-X was the only variable that significantly contributed to this model. HEX-E and HEX-C contributed minimally to the model. Teachers who demonstrated extroversion, emotional stability, and conscientiousness had fewer negative attitudes toward their work at HEX-X $\beta = .33$, $R = .35$, $p < .00035$, HEX-E $\beta = -.13$, $R = .35$, $p < .00035$, and HEX-C $\beta = -.12$, $R = .35$, $p < .00035$. With personality traits and Depersonalization as the dependent variable, the correlations were found to be: Conscientiousness ($R = .02$), Extroversion ($R = .32$), and Emotionality ($R = -.18$) (see Table 8).

Table 8

Correlation Matrix for HEAXACO and MBIDP

Variable	Correlations			
	HEX – C	HEX – X	HEX – E	MBIDP
HEX – C	1.00			
HEX – X	.35	1.00		
HEX – E	-.21	-.24	1.00	
MBIDP	.02	.32	-.18	1.00

(Note: MBIDP = Depersonalization, HEX-C = Conscientiousness, HEX-X = Extroversion, HEX-E = Emotionality) Regression Equation: $9.96 + (.33)(HEXX) + (-.13)(HEXE) + (-.12)(HEXC)$

Personality Traits as a Predictor of Burnout on the Subscale Emotional Exhaustion

When using multiple regression to examine the relationship between personality and burnout, personality traits were used as predictor variables and Emotional Exhaustion was used as the criterion variable. The results showed HEX-X $\beta = .30$, $R = .42$, $p < .00000$ and HEX-E $\beta = -.23$, $R = .42$, $p < .00000$. These predictors accounted for 18% of the variance in feelings of Emotional Exhaustion. Teachers demonstrating extroversion and emotional stability are somewhat resistant to burnout. Also, with personality traits and Emotional Exhaustion as the dependent variable, the correlations were found to be: Conscientiousness ($R = .10$), Extroversion ($R = .36$), and Emotionality ($R = -.30$) (see Table 9).

Table 9

Correlation Matrix for HEXACO and MBIEE

Variable	Correlations			
	HEX – C	HEX – X	HEX – E	MBIEE
HEX – C	1.00			
HEX – X	.35	1.00		
HEX – E	-.21	-.24	1.00	
MBIEE	.10	.36	-.30	1.00

(Note: MBIEE = Emotional Exhaustion, HEX-C = Conscientiousness, HEX-X = Extroversion, HEX-E = Emotionality) Regression Equation: $MBIEE = 26.1 + (.30)(HEXX) - (.23)(HEXE)$; Regression Equation: $MBIEE = 26.1 + (.30)(HEXX) + (-.23)(HEXE)$

**Coping Resources as a Predictor of
Burnout on the Subscale Personal
Accomplishment**

To examine the relationships between coping resource and burnout, Personal Accomplishment was regressed on the five coping resources. Three factors accounted for 18% of the variance in Personal Accomplishment. CRI-COG was found to be $\beta = .16$, $R = .42$, $p < .00001$, CRI-PHY was $\beta = .18$, $R = .42$, $p < .00001$, and CRI-EMO was $\beta = .19$, $R = .42$, $p < .00001$. Thus, those who maintain a positive sense of self-worth demonstrate the ability to express emotion. Also, those who enact health promoting behaviors experience feelings of accomplishment in their work. In addition, with coping and Personal Accomplishment as the dependent variable, the correlations were found to be: Cognitive Resources ($R = .36$), Social Resources ($R = .33$), Emotional Resources ($R = .35$), Spiritual Resources ($R = .25$), and Physical Resources ($R = .29$) (see Table 10).

Table 10

Correlation Matrix for Coping Resources and MBIPA

Variable	Correlations					
	CRI-COG	CRI-SOC	CRI-EMO	CRI-SP	CRI-PHY	MBIPA
CRI-COG	1.00					
CRI-SOC	.75	1.00				
CRI-EMO	.69	.78	1.00			
CRI-SP	.57	.55	.56	1.00		
CRI-PHY	.38	.35	.27	.19	1.00	
MBIPA	.36	.33	.35	.25	.29	1.00

(Note: MBIPA = Personal Accomplishment, CRI-COG = Cognitive Resources, CRI-SOC = Social Resources, CRI-EMO = Emotional Resources, CRI-SP = Spiritual Resources, CRI-PHY = Physical Resources) ; Regression Equation: $MBIPA = 24.0 + (.16)(CRICOG) + (.18)(CRIPHY) + (.19)(CRIEMO)$

**Coping Resources as a Predictor of
Burnout on the Subscale
Depersonalization**

A regression analysis was performed using the five coping resources to predict Depersonalization. Two factors accounted for 11% of the variance in Depersonalization. CRI-PHY was found to be $\beta = -.20$, $R = .32$, $p < .00043$ and CRI-COG was $\beta = -.19$, $R = .32$, $p < .00043$. Both factors demonstrated significant effects on Depersonalization. Therefore, it would appear that teachers had more negative attitudes toward work when they failed to maintain a positive sense of self-worth and failed to promote healthy behaviors that contribute to increased physical well-being. With regards to coping and Depersonalization as the dependent variable, the correlations were found to be: Cognitive Resources ($R = -.27$), Social Resources ($R = -.25$), Emotional Resources ($R = -.15$), Spiritual Resources ($R = -.10$), and Physical Resources ($R = -.27$) (see Table 11).

Table 11

Correlation Matrix for Coping Resources and MBIDP

Variable	Correlations					
	CRI-COG	CRI-SOC	CRI-EMO	CRI-SP	CRI-PHY	MBIDP
CRI-COG	1.00					
CRI-SOC	.75	1.00				
CRI-EMO	.69	.78	1.00			
CRI-SP	.57	.55	.56	1.00		
CRI-PHY	.38	.35	.27	.19	1.00	
MBIDP	-.27	-.25	-.15	-.10	-.27	1.00

(Note: MBIDP = Personal Accomplishment, CRI-COG = Cognitive Resources, CRI-SOC = Social Resources, CRI-EMO = Emotional Resources, CRI-SP = Spiritual Resources, CRI-PHY = Physical Resources); Regression Equation: $MBIDP = 24.3 + (-.20)(CRI-PHY) + (-.19)(CRI-COG)$

**Coping Resources as a Predictor of
Burnout on the Subscale
Emotional Exhaustion**

The final regression analysis performed used the five coping resources to predict Emotional Exhaustion. Three factors contributed to 23% of the variance in Emotional Exhaustion. CRI-PHY was found to be $\beta = -.29$, $R = .48$, $p < .00000$, CRI-COG was $\beta = -.35$, $R = .48$, $p < .00000$, and CRI-SP was $\beta = .16$, $R = .48$, $p < .00000$. Individuals with a strong sense of self-worth, healthy behaviors, and stable values demonstrated lower levels of Emotional Exhaustion. With regards to coping and Emotional Exhaustion as the dependent variable, the correlations were found to be: Cognitive Resources ($R = -.37$), Social Resources ($R = -.26$), Emotional Resources ($R = -.21$), Spiritual Resources ($R = -.09$), and Physical Resources ($R = -.40$) (see Table 12).

Table 12

Correlation Matrix for Coping Resources and MBIEE

Variable	Correlations					
	CRI-COG	CRI-SOC	CRI-EMO	CRI-SP	CRI-PHY	MBIEE
CRI-COG	1.00					
CRI-SOC	.75	1.00				
CRI-EMO	.69	.78	1.00			
CRI-SP	.57	.55	.56	1.00		
CRI-PHY	.38	.35	.27	.19	1.00	
MBIEE	-.37	-.26	-.21	-.09	-.40	1.00

(Note: MBIEE = Personal Accomplishment, CRI-COG = Cognitive Resources, CRI-SOC = Social Resources, CRI-EMO = Emotional Resources, CRI-SP = Spiritual Resources, CRI-PHY = Physical Resources); Regression Equation: $MBIEE = 54.3 + (-.29)(CRI-PHY) + (-.35)(CRI-COG) + (.16)(CRI-SP)$

For this analysis Cohen's F^2 for multiple regression and ANOVA is .33.

Convention has the following categories: (a) .10-small effect, (b) .15-medium, and (c) .35-high. By convention, this represents a relatively large effect size.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate sources of resistance to burnout in secondary teachers. For the purpose of this study, secondary teachers were defined as teachers employed in grades 9-12 with 0-5 years of teaching experience employed in north Louisiana schools. Sources of resistance to burnout were researched in three investigative steps: (a) the relationship between levels of burnout and personality traits, (b) the relationship between levels of burnout and coping resources, and (c) the relationship between burnout and aspects of the job.

Summary

When testing the three hypotheses for this study, the researcher found that there were significant relationships between the predictor variables: (a) perceived workload, (b) extroversion/introversion, (c) emotion, and (d) physical well-being, on the criterion variable of burnout. Extroversion/introversion was found to be a robust predictor of burnout. Teachers with lower levels of extroversion/introversion were found to demonstrate higher levels of burnout. Personal disposition awareness among teachers and school administrators may help to identify potential stressors that could lead to burnout.

The strongest predictor of burnout was perceived workload. The findings suggested secondary school administrators should consider teacher burnout as an important contextual variable when allocating workload. Teacher performance may be affected by perceived inequity in workload assignment. The coping resource emotion was found to be a significant predictor of burnout. The Emotion scale measures the degree to which teachers can accept and express range of affect. Orientation to emotion is not an effective coping resource. The coping resource of physical well-being measures the degree to which teachers enact healthy behaviors. Physical well-being was a significant predictor of burnout. Individuals who engage in healthy lifestyle practices tended to be more resistant to burnout.

Implications for Education

Teaching can be demanding and stressful. The first few years of teaching can be impacted by factors such as school climate, administrative support, and the allocation of resources. Muranane, Singer, Willett, Kemple, and Olsen (1991) found new teachers depart from education much sooner than teachers who have remained in education for a period of time. Hare and Heap (2001) found that “The cost to replace a teacher is 25-35% of annual salary and benefits” (p. 2). According to Darling-Hamond (2003), the cost to replace a teacher far outweighs the cost of maintaining a qualified teaching staff. Appropriate management of human resources is essential to delivering excellent education to the students being served.

The results of the study support the proposition that workload is significantly related to burnout. The study has practical applications for preparing secondary teachers

to avoid or reduce burnout. School administrators could assess job design and work assignment so that teachers perceive equity in work.

Increased workload combined with a reduction in resources can place a tremendous burden on faculty. Appropriate intervention strategies should emphasize improvement in planning, time management, and allocation of resources. This will assist teachers in achieving a balanced distribution of work and time. Administrators may minimize the number of class preparations for the beginning teacher. Consideration should be given to allow for less time on duty and more time allocated to planning. Providing the beginning teacher with a mentor can help create social connections. Coordination of planning times between the beginning teacher and the mentor will facilitate social engagement and enhance communication. School administration and experienced teachers on staff should be encouraged to provide assistance and advice to new teachers. Instructional technology can assist teachers in the day-to-day delivery of subject matter as well as helping make time management in the classroom more efficient.

Even if school administration utilize burnout prevention programs aimed at changing the work environment by reducing job stress, some teachers may still experience burnout as a result of personality traits or inability to employ appropriate coping resources. Additionally, the study revealed certain personality traits to mitigate the risk of burnout. Teachers with high levels of extroversion have increased energy, positive affect, engage in social activities and are willing to seek assistance. Additionally, teachers with high levels of extroversion/introversion demonstrate reduced cynicism and increased feelings of personal accomplishment. These individuals see problems as a challenge rather than barriers and make use of adaptive and flexible coping

strategies. Lastly, teachers with high levels of extroversion are less likely to be overly influenced by emotions and personal factors when employing coping resources. These individuals manage emotions in a realistic and adaptive manner. Personality tests could be used by school administration in the selection process to assist in screening out individuals that are predisposed to burnout in high-risk environments. Furthermore, personality tests may be used to match individuals with work assignments. Knowledge of individual personality traits can help teachers and administrators in identifying appropriate coping strategies aimed at minimizing the risk of burnout.

Professional development programs aimed at educating teachers on appropriate coping resources in order to reduce the use of maladaptive coping techniques should be considered. Training programs aimed at reducing negative emotional responses to stressful work encounters will likely help teachers strengthen coping skills. Providing emotional social support and emotional cognitive support are appropriate interventions aimed at reducing burnout. Developing such enriching social support systems will help buffer the effects of stress and subsequent burnout. Teachers spend a great deal of time in isolation. Most interactions during the day are between teacher and student and are not peer to peer interactions. This places the teacher at greater risk for depersonalization. Individuals should be encouraged to seek out social support, advice, and mentorship. Pairing new teachers with effective mentors can help new teachers develop social coping skills. Lastly, physical health is noted to be a significant predictor of burnout. Professional development programs aimed at promoting healthy living should be provided to teachers and viewed as an important aspect of the work. Encouraging

healthy behaviors such as daily exercise, adequate sleep, and healthy eating are simple suggestions to aid in the prevention of burnout.

Recommendations for Further Study

In conclusion, the study adds to the body of knowledge about burnout among secondary teachers. The results clearly identify the perception of workload as a potentially important variable for understanding and reducing the risk of burnout among new teachers. Professional development programs aimed at the identification of personality traits, developing coping skills, and time management techniques will be helpful in the prevention of burnout.

The findings of the study are limited in that only nine parishes in north Louisiana were represented in the sample. In addition, results may not be generalized to new teachers employed in elementary and middle school settings. Furthermore, data were collected using self-report instruments and because the findings were correlational, casual inferences cannot be implied. The use of qualitative techniques such as focus groups and interviews would complement existing methods of data collection. Additionally, teachers participated on a voluntary basis and were not selected by a rigorous procedure to maintain that the sample was representative of the population.

The majority of burnout research focuses on environmental factors and their effects on individuals in the work place. However, these studies do no account for different individuals having different success rates within the same environment. Therefore, it is obvious that burnout is brought about by multiple influences, including: (a) environment, (b) personality, and (c) coping mechanism. If more emphasis was placed on the personality and coping resources of individuals, it could be easier to detect

and prevent burnout. Teachers should be aware of their individual strengths and limitations. It is important for administrators to encourage teachers to have a strong sense of self-awareness. Personal awareness of limitations and recognition of burnout symptoms could lead to early prevention or intervention.

Future research may focus on environmental factors related to burnout interactions due to personality traits and specific environmental factors (i.e., burnout of an extroverted/introverted teacher in a high- risk school). A longitudinal study is suggested to permit researchers to examine how personality traits predict increases and decreases in burnout over time. The study of burnout, personality traits, and coping resources has resulted in large amounts of quantitative research. Therefore, future research should employ mixed methods. Consideration should be given to the utilization of quantitative and qualitative techniques to explore predictors of burnout.

APPENDIX A
LETTER FOR THE SCHOOL DISTRICT
SUPERINTENDENTS

Mr. Machen,

I am working on completing my doctoral program at Louisiana Tech University. I am in the process of identifying school districts to assist in the quantitative portion of my study. I would like to use Bossier Parish in the study.

The title of my study is "The Relationship Between Personality Type, Coping Mechanism, and Burnout in Secondary Teachers". In the study I am planning to have secondary teachers with 1-5 years of experience complete a short personality inventory, coping inventory, and burnout inventory. The teachers would receive link to participate via email. The link would direct them to Survey Monkey where they would consent to participate and complete the survey instruments. Once completed the results will be returned directly to me. No identification data will be collected on the participant, district, or school. I am requesting that the school district randomly select eligible recipients and email the link directly to the participant to protect anonymity.

I am in the initial planning stages of my dissertation but would like to begin collecting and analyzing data by February, 2012. My major professor is Dr. David Gullatt, Dean of the College of Education, at Louisiana Tech University.

My dissertation will explore the following research questions:

1. What personality traits are resistant to burnout?
2. What coping mechanisms must be employed to reduce burnout?
3. Do specific personality traits utilize specific coping mechanisms?

The following is a list of research hypotheses:

- H₀₁: Burnout scores for secondary teachers will not vary depending on the personality trait as defined by the HEXACO Model of Personality.
- H₀₂: Burnout scores for secondary teachers will not vary depending on the coping mechanisms as defined by the Coping Resources Inventory for Stress (CRIS).
- H₀₃: Coping mechanisms as measured by the Coping Resources Inventory for Stress (CRIS) among secondary teachers will not vary by personality trait as defined by the HEXACO Model of Personality.

This study will investigate personal sources of resistance to burnout, specifically personality type and coping resources. Burnout results in the loss of trained professionals from the workforce. Contributions of this nature will enhance the body of knowledge and aid in the prevention of teacher burnout. If you have any questions or concerns regarding participation in this project, please do not hesitate to contact me. I look forward to your comments and your participation.

Thank you.

Angela Kennedy, MBA, MEd, RHIA, CPHQ
 PO Box 3171
 Ruston, LA 71272
 Phone: (318) 257-2854
 Fax: (318) 257-4896

APPENDIX B

HUMAN USE CONSENT FORM

HUMAN SUBJECTS CONSENT FORM

TITLE OF PROJECT: THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, COPING RESOURCES, AND BURNOUT IN SECONDARY SCHOOL TEACHERS

PURPOSE OF STUDY/PROJECT: The purpose of this project is to investigate the relationship between personality traits, coping resources, and burnout in secondary teachers. Burnout scores, personality traits, and coping resources will be examined in four school districts in north Louisiana to determine if: (a) burnout scores for secondary teachers vary depending on the personality trait as defined by the HEXACO Model of Personality, (b) burnout scores for secondary teachers vary depending on the coping resources as defined by the Coping Resources Inventory for Stress (CRIS), and (c) coping resources as measured by the Coping Resources Inventory for Stress (CRIS) among secondary teachers vary by personality trait as defined by the HEXACO Model of Personality. The research study is speculated to reveal that persons can predict from personality characteristics, vulnerabilities and sources of resistance to burnout.

PROCEDURE: This study includes a random sample of 100 secondary school teachers employed in north Louisiana public schools with 1-5 years of experience. Upon permission from school district superintendents, participants will be selected at random by central school district office personnel. A link to the survey instruments will be sent to the central school district offices. The central school district office will email the link to participants. Participants will follow link to website where they will complete an electronic consent by checking yes or no to participate in the study. Only participants who check yes will be allowed to view and complete survey instruments.

INSTRUMENTS: The HEXACO Personality Inventory, Coping Resources Inventory for Stress, and Maslach Burnout Inventory will be utilized to collect data. These instruments were selected based on survey characteristics and reported use. Publisher permission has been obtained for electronic use of each instrument. Survey Monkey will be used to electronically administer each survey. No identifying information will be collected for the participants.

RISKS/ALTERNATIVE TREATMENTS: The participant understands that Louisiana Tech is not able to offer financial compensation nor to absorb the costs of medical treatment should you be injured as a result of participating in this research.

This server may collect information and your IP address indirectly and automatically via "cookies".

BENEFITS/COMPENSATION: NONE

I, _____, attest with my signature that I have read and understood the following description of the study, "THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, COPING RESOURCES, AND BURNOUT IN SECONDARY SCHOOL TEACHERS", and its purposes and methods. I understand that my participation in this research is strictly voluntary and my participation or refusal to participate in this study will not affect my relationship with Louisiana Tech University. Further, I understand that I may withdraw at any time or refuse to answer any questions without penalty. Upon completion of the study, I understand that the results will be freely available to me upon request. I understand that the results of my survey will be confidential, accessible only to the principal investigators, myself, or a legally appointed representative. I have not been requested to waive nor do I waive any of my rights related to participating in this study

☐

Yes, I consent to participate in this study

Date

☐

No, I do not consent to participate in this study

Date

CONTACT INFORMATION: The principal experimenters listed below may be reached to answer questions about the research, subjects' rights, or related matters.

Angela Kennedy (318) 257-2854 angelak@latech.edu
Dr. David Gullatt (318) 257-3712 dgullatt@latech.edu

Members of the Human Use Committee of Louisiana Tech University may also be contacted if a problem cannot be discussed with the experimenters:

Dr. Les Guice (257-3056)

Dr. Mary M. Livingston (257-2292 or 257-4315)

APPENDIX C
MODIFIED HEXACO, CRIS, AND JOB
ASPECTS SURVEY

1. HUMAN SUBJECTS CONSENT FORM

The following is a brief summary of the project in which you are asked to participate. Please read this information before signing the statement below.

TITLE OF PROJECT: THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, COPING RESOURCES, AND BURNOUT IN SECONDARY SCHOOL TEACHERS

PURPOSE OF STUDY/PROJECT: The purpose of this project is to investigate the relationship between personality traits, coping resources, and burnout in secondary teachers. Burnout scores, personality traits, and coping resources will be examined in four school districts in north Louisiana to determine if: (a) burnout scores for secondary teachers vary depending on the personality trait as defined by the HEXACO Model of Personality, (b) burnout scores for secondary teachers vary depending on the coping resources as defined by the Coping Resources Inventory for Stress (CRIS), and (c) coping resources as measured by the Coping Resources Inventory for Stress (CRIS) among secondary teachers vary by personality trait as defined by the HEXACO Model of Personality. The research study is speculated to reveal that persons can predict from personality characteristics, vulnerabilities and sources of resistance to burnout.

PROCEDURE: This study includes a random sample of 100 secondary school teachers employed in north Louisiana public schools with 1-5 years of experience. Upon permission from school district superintendents, participants will be selected at random by central school district office personnel. A link to the survey instruments will be sent to the central school district offices. The central school district office will email the link to participants. Participants will follow link to website where they will complete an electronic consent by checking yes or no to participate in the study. Only participants who check yes will be allowed to view and complete survey instruments.

INSTRUMENTS: The HEXACO Personality Inventory, Coping Resources Inventory for Stress, and Maslach Burnout Inventory will be utilized to collect data. These instruments were selected based on survey characteristics and reported use. Publisher permission has been obtained for electronic use of each instrument. Survey Monkey will be used to electronically administer each survey. No identifying information will be collected for the participants.

RISKS/ALTERNATIVE TREATMENTS: The participant understands that Louisiana Tech is not able to offer financial compensation nor to absorb the costs of medical treatment should you be injured as a result of participating in this research.

This server may collect information and your IP address indirectly and automatically via “cookies”.

BENEFITS/COMPENSATION: NONE

I attest that I have read and understood the following description of the study, “THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, COPING RESOURCES, AND BURNOUT IN SECONDARY SCHOOL TEACHERS”, and its purposes and methods. I understand that my participation in this research is strictly voluntary and my participation or refusal to participate in this study will not affect my relationship with Louisiana Tech University. Further, I understand that I may withdraw at any time or refuse to answer any questions without penalty. Upon completion of the study, I understand that the results will be freely available to me upon request. I understand that the results of my survey will be confidential, accessible only to the principal investigators, myself, or a legally appointed representative. I have not been requested to waive nor do I waive any of my rights related to participating in this study.

CONTACT INFORMATION: The principal experimenters listed below may be reached to answer questions about the research, subjects' rights, or related matters.

Angela Kennedy (318) 257-2854 angelak@latech.edu
Dr. David Gullatt (318) 257-3712 dgullatt@latech.edu

☒ Yes, I consent to participate in this study

2. Are you male or female?

- ☐ Male
- ☐ Female

3. Indicate your years of teaching experience

- ☐ 1-2 years of experience
- ☐ 2-3 years of experience
- ☐ 3-4 years of experience
- ☐ 5 years of experience

4. Please indicate the location of your school (town/city). This information will be utilized to classify your location as rural, urban, or suburban.

--

Please indicate the location of your school (town/city). This information will be utilized to classify your location as rural, urban, or suburban.

5. What is your education level?

- ☐ Masters
- ☐ Doctorate
- ☐ Post Doctorate

6. What is your age?

--

7. In general, how is your health?

- ☐ Very poor
- ☐ Poor
- ☐ Good
- ☐ Very good

8. What is your level of stress today?

- ☐ Very low
- ☐ Low
- ☐ High
- ☐ Very high

9. What is your marital status?

- ☐ Single
- ☐ Married
- ☐ Widowed
- ☐ Separated or Divorced

10. I plan ahead and organize things, to avoid scrambling at the last minute.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

11. I feel reasonably satisfied with myself overall.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

12. I would feel afraid if I had to travel in bad weather conditions.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

13. I often push myself very hard when trying to achieve a goal.

- ☐ strongly agree

- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

14. I rarely express my opinions in group meetings.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

15. I sometimes can't help worrying about little things.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

16. When working on something, I don't pay much attention to small details.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

17. I prefer jobs that involve active social interaction to those that involve working alone.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

18. When I suffer from a painful experience, I need someone to make me feel comfortable.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

19. I make decisions based on the feeling of the moment rather than on careful thought.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

20. On most days, I feel cheerful and optimistic.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

21. I feel like crying when I see other people crying.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

22. When working, I sometimes have difficulties due to being disorganized.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

23. I feel that I am an unpopular person.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

24. When it comes to physical danger, I am very fearful.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

25. I do only the minimum amount of work needed to get by.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

26. In social situations, I'm usually the one who makes the first move.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

27. I worry a lot less than most people do.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

28. I always try to be accurate in my work, even at the expense of time.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

29. The first thing that I always do in a new place is to make friends.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

30. I can handle difficult situations without needing emotional support from anyone else.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

31. I make a lot of mistakes because I don't think before I act.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

32. Most people are more upbeat and dynamic than I generally am.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

33. I feel strong emotions when someone close to me is going away for a long time.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

34. People often call me a perfectionist.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

35. I sometimes feel that I am a worthless person.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

36. Even in an emergency I wouldn't feel like panicking.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

37. I prefer to do whatever comes to mind, rather than stick to a plan.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

38. When I'm in a group of people, I'm often the one who speaks on behalf of the group.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

39. I remain unemotional even in situations where most people get very sentimental.

- ☐ strongly agree
- ☐ agree
- ☐ neutral (neither agree nor disagree)
- ☐ disagree
- ☐ strongly disagree

40. I feel emotionally drained from my work.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

41. I feel used up at the end of the workday.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

42. I feel fatigued when I get up in the morning and have to face another day on the job.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

43. I can easily understand how my students feel about things.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

44. I feel I treat some students as if they were impersonal objects.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

45. Working with people all day is really a strain for me.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

46. I deal very effectively with the problems of my students.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

47. I feel burned out from my work.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

48. I feel I'm positively influencing other people's lives through my work.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

49. I've become more callous toward people since I took this job.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

50. I worry that this job is hardening me emotionally.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

51. I feel very energetic.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

52. I feel frustrated by my job.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

53. I don't really care what happens to some students.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

54. Working with people directly puts too much stress on me.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

55. I can easily create a relaxed atmosphere with my students.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

56. I feel exhilarated after working closely with my students.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

57. I have accomplished many worthwhile things in this job.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

58. I feel like I'm at the end of my rope.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

59. In my work, I deal with emotional problems very calmly.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

60. I feel students blame me for some of their problems.

- ☐ Never
- ☐ A few times a year or less
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Every day

61. I can manage student behavior in my classroom.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

62. I participate in the decision making process at my school.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

63. I have good relationships with my students.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

64. I have adequate resources to do my job.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

65. My workload is appropriate.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

66. I plan to stay in teaching.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

67. I have plenty of energy.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

68. I say what I need or want without making excuses or dropping hints.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

69. I like myself.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

70. I am comfortable with the number of friends I have.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

71. I eat junk food.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

72. I feel as worthwhile as anyone else.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

73. I am happy.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

74. I am comfortable talking to strangers.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

75. I am part of a group, other than my family, that cares about me.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

76. I accept the mysteries of life and death.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

77. I see myself as lovable.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

78. I actively look for the positive side of people and situations.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

79. I exercise vigorously 3-4 times per week.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

80. I accept compliments easily.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

81. I show others when I care about them.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

82. I believe that people are willing to have me talk about my feelings.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

83. I can show it when I am sad.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

84. I am aware of my good qualities.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

85. I can express my feelings to close friends.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

86. I can make sense out of my world.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

87. My weight is within 5lbs. of what it should be.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

88. I believe in a power greater than myself.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

89. I actively pursue happiness.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

90. I can tell other people when I am hurt.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

91. I encourage others to talk about their feelings.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

92. I like my body.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

93. I initiate contact with people.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

94. I confide in my friends.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

95. I can cry when sad.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

96. I want to be of service to others.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

97. I can say what I need or want without putting others down.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

98. I accept problems that I cannot change.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

99. I know what is important in life.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

100. I admit when I'm afraid of something.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

101. I enjoy being with people.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

102. I am tired.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

103. I express my feelings clearly and directly.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

104. Certain traditions play an important part in my life.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

105. I express my feelings of joy.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

106. I can identify my emotions.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

107. I attend church or religious meetings.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

108. I do stretching exercises.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

109. I eat well balanced meals.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

110. I pray or meditate.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

111. I accept my feelings of anger.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

112. I seek to grow spiritually.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

113. I can express my feelings of anger.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

114. My values and beliefs help me to meet daily challenges.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

115. I put myself down.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

116. I get along well with others.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

117. I snack between meals.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

118. I take time to reflect on my life.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

119. Other people like me.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

120. I laugh wholeheartedly.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

121. I am optimistic about my future.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

122. I get enough sleep.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

123. My emotional life is stable.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

124. I feel that no one cares about me.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

125. I am shy.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

126. I am in good physical shape.

- ☐ Never or rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

APPENDIX D
RESEARCHER CURRICULUM VITAE

**Angela Kennedy
314 Cramer Road
Bernice, LA 71222**

Angela Kennedy is a Registered Health Information Administrator and Certified Healthcare Quality Professional with 22 years experience in the Health Information and Informatics field. Kennedy holds a MBA from NOVA Southeastern University (1996), MEd from Louisiana Tech University (2006), Bachelor of Science, Health Information Administration from Louisiana Tech University (1994) and a certificate in Health Informatics from the University of Connecticut (2001). Kennedy serves as the Chair of the Department of Health Informatics and Information Management. Her career experience includes: Director of Health Information, Admissions, Utilization, Cancer Registry, Medical Staff Services, Quality Management, and Quality and Project Management Consultant for Rural Health Information Systems implementation. Additional experience includes 11 years of service in higher education in the areas of instruction, administration and research. Kennedy has served on many state-wide committees that address issues in Health Information Management and Informatics. Kennedy is the immediate past chair of the Commission on Health Informatics and Information Management (CAHIIM) education. She has also served on the Education Strategies Committee for the American Health Information Management Association (AHIMA). Most notably she has served as a director on the AHIMA Board of Directors. Kennedy has served as state President for the Louisiana Health Information Management Association (LHIMA) and the Louisiana Health Information Systems Society (LAHIMSS). She has received both the LHIMA Distinguished Member Award and Career Achievement Award. Additionally Kennedy has received an AHIMA Triumph Award for Mentoring.

Education:

Doctorate, Education
Area of Study: Education Leadership
Louisiana Tech University (Louisiana Education Consortium)
Graduation date: May, 2012

Masters of Arts and Teaching
Louisiana Tech University
May 2006

Certificate of Health/Medical Informatics
University of Connecticut
May, 2005

Masters of Business Administration
Nova Southeastern University
August, 1996

Bachelor of Science, Health Information Management
Louisiana Tech University, Ruston, Louisiana
August, 1994

Associate of Science, Health Information Management
Louisiana Tech University, Ruston, Louisiana
May, 1988

Affiliations:

American Health Information Management Association
Louisiana Health Information Management Association
Commission on Accreditation of Health Informatics and Information Management
American Medical Informatics Association
Health Information Management Systems Society
Louisiana Health Information Management Systems Society
National Association of Healthcare Quality
Delta Kappa Gamma International
Epsilon Sigma Alpha International
Phi Kappa Psi Honor Society

Professional History:

Louisiana Tech University - Head and Professor, Department of Health Information
Management
(Ruston, LA)
September 1999 - Present

Louisiana Tech University - Assistant Professor,
Department of Health Information Management
(Ruston, LA)
September 1998 - August 1999

Columbia Highland Hospital - Administrative Director of
Health Information Management, Cancer Registry, Patient
Registration and JCAHO Leadership Team
(Shreveport, LA)
January 1997 - July 1998

LSU Medical Center - Assistant Director of Health
Information Management Services
(Shreveport, LA)
September 1995 - December 1996

Other Employment/Employer information also Available (1988-1995).

Professional Activities:

PUBLICATIONS

Kennedy, A., Best practices in academic program administration: Leading associate, baccalaureate, and master's degree programs to meet the needs of an electronic health record community, International Health Records Conference 2010 proceedings.

Kennedy, A. C., Nagata, E., Mushenski, B. P., Johnson, D. L. (2008). Wage Discrimination Based on Gender. *The Delta Kappa Gamma Bulletin*, 75-2 (Winter 2009), 13-19. deltakappagamma.org

American Health Information Management Association and Medical Transcription Industry Association Joint Task Force on Standards Development. (2007). A Standard Unit of Measure for Transcribed Reports.

American Health Information Management Association. (2007). Vision 2016: A Blueprint for Quality Education in Health Information Management

Kennedy, A., Building HIM Graduate Education, 2005, AHIMA Assembly of Education Conference, 2005 proceedings

Kennedy, A., Foundations of HIM Curriculum Design, 2004, AHIMA Assembly of Education Conference, 2004 proceedings

Kennedy, A., Preparing for the Future through Strategic Partnerships, University of Nebraska Medical Center Conference on Distance Education, 2004

Kennedy, A., Preparing for the Future through Strategic Partnerships, AHIMA Assembly On Education proceedings, p.4, 2002

Kennedy, A., Cade, T., Fuller, J., Hazelwood, A., Martin, M., Venable, C., Intermediate ICD-9-CM Coding Workshop Manual, Pneumonia chapter, (pp17-20) fall, 2001 (State)
Kennedy, A., Nontraditional Students, Classrooms and Instructors, AHIMA Assembly on Education Proceedings, p. 2, 2000

PRESENTATIONS/WORKSHOPS/ARTICLES/MANUALS

Kennedy, A., "Best practices in academic program administration: Leading associate, baccalaureate, and master's degree programs," Assembly of Educators Conference, July, San Antonio, TX.

Kennedy, A.(co-presenter), "HIT Panel Discussion," Assembly of Educators Conference, July, San Antonio, TX.

Kennedy, A., "Best practices in academic program administration: Leading associate, baccalaureate, and master's degree programs to meet the needs of an electronic health record community," International Health Records Conference, Milan, Italy, November, 2010.

Kennedy, Angela C., Assembly of Education, "Commission Update," American Health Information Management Association, Las Vegas, NV. (July, 2010).

Kennedy, Angela C., Assembly of Education, "CAHIIM Basics for New Programs," American Health Information Management Association, Las Vegas, NV. (July 26, 2009).

Kennedy, Angela C., Miami Annual Business Women's Conference, "Wage Discrimination Based on Gender and Race," Dade County Business Women's Association, Palmetto Bay, Florida. (February 19, 2009).

Kennedy, Angela C., Southwest Louisiana District Meeting, "Value of Membership," SWLHIMA, Lafayette, Louisiana. (June 27, 2008).

Kennedy, Angela C., New Mexico HIM Annual Conference, "EHR Leadership: Building a Stronger Workforce," NMHIMA, Santa Fe, New Mexico. (June 13, 2008).

Kennedy, Angela C., Florida Regional Medical Office Summer Conference, "EHR Best Practices for Physician's Offices," Central Florida Medical Office Association, Orlando, Florida. (June 9, 2008).

Kennedy, Angela C., NCHIMA Conference, "Building Success in Health Information Management," North Carolina Health Information Management Association, Asheville, North Carolina. (April 30, 2008).

Kennedy, Angela C., NCHIMA Conference, "EHR Leadership in I-10 Implementation," North Carolina Health Information Management Association, Asheville, North Carolina. (April 30, 2008).

Kennedy, A., The Transformation and Velocity of Change in Health Information, March, 2007, AHIMA Team Talks

Kennedy, A., Fulfilling the Promise, Florida HIMA Conference, July 2006

Kennedy, A., HIM: Moving From Good to Great, Mississippi HIMA Conference, June 2006

Kennedy, A., Fulfilling the Promise, Arizona HIMA Conference, June 2006

Kennedy, A., Fulfilling the Promise, Louisiana HIMA Conference, April 2006

Kennedy, A., Shaping the National Agenda 2006: From Vision to Implementation, AHIMA Winter Team Talks, March 2006

Kennedy, A., Success by Association, Georgia HIMA Conference, August 2005

Kennedy, A., Success by Association, Florida HIMA Conference, July 2005

Kennedy, A., Success by Association, Arkansas HIMA Conference, April 2005

Kennedy, A., Building HIM Graduate Education, June, 2005, AHIMA Assembly of Education Conference

Kennedy, A., Foundations of HIM Curriculum Design, June, 2004, AHIMA Assembly of Education Conference

Kennedy, A., Preparing for the Future through Strategic Partnerships, University of Nebraska Medical Center Conference on Distance Education, September, 2004

Kennedy, A., Preparing for the Future through Strategic Partnerships, AHIMA Assembly on Education 2002

Kennedy, A., Cade, T., Fuller, J., Hazelwood, A., Martin, M., Venable, C., Intermediate ICD-9-CM Coding Workshop: Pneumonia & Septicemia, fall, 2001

Kennedy, A., Nontraditional Students, Classrooms and Instructors, AHIMA Assembly on Education Proceedings, p. 2, 2000

Kennedy, A., & Deal, L., (2003) Introduction to Medical Terminology Part I
Printed By Louisiana Tech University

Kennedy, A., & Deal, L., (2003) Introduction to Medical Terminology Part II
Printed By Louisiana Tech University

Kennedy, A., President's Message, LHIMA Interval Note, pp. 1-2, Vol. 38, No. 2, 2002

ICD-9-CM Coding I, Green Clinic, 2003

Introduction to Medical Terminology Part I, Green Clinic, 2003

Introduction to Medical Terminology Part II, Green Clinic, 2003

Preparing for the Future through Strategic Partnerships, AHIMA Assembly On Education Meeting, 2002

Quality Management, LHIMA Exam Review Workshop, 2002

Sepsis, Intermediate ICD-9-CM Coding Workshop, fall, 2001

Pneumonia, Intermediate ICD-9-CM Coding Workshop, fall, 2001

Management/Personnel Management, LHIMA/MSHIMA Exam Review Workshop, 2001

Progressing Toward the Future, Poster Presentation, ANS Research Symposium, 2001

HIA & HIT Programs, HIM Advisory Board Meeting, 2001

Kennedy, A., President's Message, LHIMA Interval Note, p. 1, Vol. 37, No. 5, End of year, 2001

Kennedy, A., President's Message, LHIMA Interval Note, pp.1-2, Vol. 37, No. 4, Winter/Spring 2001

Kennedy, A., President's Message, LHIMA Interval Note, pp.1-2, Vol. 36, No. 3, fall 2000

National Convention and House of Delegates Update, NELHIMA District Meeting, 2000

Legal Aspects, LHIMA/MSHIMA Exam Review Workshop, 2000

Nontraditional Students, Classrooms and Instructors, AHIMA Assembly on Education Meeting, 2000

TEAM, NELHIMA District Meeting, 2000

HIA Programs, HIM Advisory Board Meeting, 1999

National Convention and House of Delegates Update, NELHIMA District Meeting, 1999

Issues in Quality Management, LHIMA/MSHIMA Exam Review Workshop, 1999

Healthcare Delivery Systems, LHIMA/MSHIMA Exam Review Workshop, 1999

GRANTS

Carl Perkins Vocational Education Grant, funded 2011

Carl Perkins Vocational Education Grant, funded 2010

Information Technology Professionals in Health Care: Program of Assistance for University-Based Training (Contributor/Subcontract), funded, 2010

Multi-institutional Collaboration of Academic Transition to ICD-10 CM/PCS, not funded, 2009

Building a Stronger Workforce: 55+ Grant, not funded 2009

Carl Perkins Vocational Education Grant, funded 2009

Carl Perkins Vocational Education Grant, funded 2008

Carl Perkins Vocational Education Grant, funded 2007

Carl Perkins Vocational Education Grant, funded 2006

Carl Perkins Vocational Education Grant, funded 2005

Carl Perkins Vocational Education Grant, funded 2004

Carl Perkins Leadership Education Grant, not funded 2005

Green Clinic Proposal, Louisiana Workforce Grant, through LA Tech Continuing Education Department, funded 2002-2004

Carl Perkins Vocational Education Grant, funded 2003

Carl Perkins Vocational Education Grant, funded 2002

Carl Perkins Vocational Education Grant, funded 2001

Carl Perkins Vocational Education Grant, funded 2000

Health Information Management Distance Education Faculty Assistance/Development, funded Instructional Innovation Summer Grant, 2000

Preparing Health Information Management Students for the Workforce through Distance Education, not funded BOR Distance Education Grant, 2000

Faculty Development and Course preparation in Distance Learning Progression Program, funded BOR Distance Education Grant, 1999

Progressing Toward the Future, funded ANS Mini Grant, 2000

Effective JCAHO Survey Preparation, funded ANS Mini Grant, 1999

REPORTS

Healthcare IT. RHIO Survey, Summer, 2005.

Northeast Louisiana Health Information Management Association Membership Survey, 2001

TEXTBOOK REVIEWS

Electronic Health Records, 2nd ed., by Hamilton, B.R., McGraw Hill Publishers, (2010)

Human Diseases, 6th ed., by Mulvihill, Zelman, Holdaway, etal, Prentice Hall Publishers

Health Information Management and Ethical Decision Making, by Harmon, L., Aspen Publishers

Health Information: Management of a Strategic Resource, by Abdelhak, M., Grostick, S., Hanken, M., & Jacobs, E., W.B. Saunders

Introduction to Health Information Technology, by Davis, N. & LaCour, M., W.B. Saunders

Health Information Technology, by Davis, N. & LaCour, M., Elsevier Saunders

National/State/Local Committees/Offices:

CAHIIM Commissioner, Board Member, 2012

CAHIIM, Past Chair, 2011

CAHIIM, Chair, 2010

CAHIIM, 2008-present

LAHIMSS President 2009-2010

LAHIMSS Board Member, 2007-present

LA Healthcare Quality Forum, 2008-2010

LA HISPC Task Force, (Participant) 2006

NAHQ Leadership Council, 2006-2009

Louisiana e-Health Coalition, (Participant) 2005

AHIMA Board of Directors, 2005-2007

AHIMA HIM Educational Strategy Committee, Board Liaison, 2007

AHIMA Business & Audit Team Leader, 2007

AHIMA CSA State Liaison to AR, NC, TX, FL, and LA, 2007

AHIMA CSA State Liaison to GA, NC, TX, FL, and LA, 2006

AHIMA CSA State Liaison to GA, NC, WV, FL, and AL, 2005

AHIMA Research Committee, Board Liaison, 2005-2006

AHIMA Industry Team, 2006

AHIMA Fellowship Committee, Board Liaison, 2006

AHIMA/MTIA Task Force, 2006

CSA Task Force, 2005

AHIMA Membership Services Team, 2005

AHIMA HIM Educational Strategy Committee, 2003, 2004

AHIMA HIM Educational Strategy Committee – Master’s Subcommittee, 2003, 2004
 AHIMA Delegate, 2000-2002, 2005
 AHIMA IFHRO Program Sub-Committee, 2001-2004
 AHIMA COP Quality Management Facilitator, 2001-2002
 LHIMA Mentor Project Chairman, 2005-2006
 LHIMA Convention Chairman, 2007
 LHIMA Board Member, 2006-2007
 LHIMA Board Member, 2002-2004
 LHIMA President, 2000-2002
 NELHIMA Secretary, 2001-2002
 LHIMA Treasurer, 1998-1999
 Delta Kappa Gamma, Theta Chapter, Secretary, 2002-2004
 Epsilon Sigma Alpha, Zeta Rho Chapter, Public Relations Chairman, 2002-2004
 Epsilon Sigma Alpha, Zeta Tau Chapter, Student Advisor/Sponsor, 2003-present
 South Arkansas Community College, Advisory Committee, 2004-present
 Bossier Parish Community College Advisory Committee, 2000-present
 Delgado Community College Advisory Committee, 2000-2004
 Louisiana Board of Regent’s Statewide Articulation Committee on Allied Health, 02-03
 Louisiana Tech University Nursing Advisory Board, 2000-present

AWARDS:

2006 Louisiana Tech University Foundation Professorship Nominee

 AHIMA Triumph Award – Mentor Award, 2003

 2002 LHIMA Career Achievement Award

 2005 LHIMA Distinguished Member

 Epsilon Sigma Alpha International, Ambassador, 2003

OTHER:

2002-2003 Editorial Reviewer, Journal of Healthcare Quality, Publisher: National
 Association of Healthcare Quality

REFERENCES

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